

THE NORTH CENTRAL ASSOCIATION QUARTERLY

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Volume VIII

SEPTEMBER, 1933

Number 2

ASSOCIATION NOTES AND EDITORIAL COMMENTS

ATTENTION is again called to the fact that the next annual meeting of the Association is to be held in April, 1934, and not in March as has been the custom for so many years. The April date may not be permanently adopted; all of course will depend on the wishes of the members. However, the change made this year seemed to have so many advantages that it was thought wise to give the experiment at least another year's trial. Doubtless the outcomes of the 1934 meeting will determine further policies for a long time to come.

SUBSCRIPTION RATES TO THE QUARTERLY

For some time past three different subscription rates to the QUARTERLY have been in effect: one to outsiders, one to members of the association, and one to libraries. At a meeting of the Executive Committee in June these rates were changed slightly and two classes of subscribers were recognized. Henceforth the subscription prices will be as follows:

I. To school, college, and public libraries and to individuals connected with North Central Association membership institutions, \$2.00 a year or 75 cents a copy.

II. To all others (institutions or individuals) \$5.00 a year or \$1.25 a copy.

A uniform charge of 50 cents is made for all single copies of a date earlier by

twelve months than current issues. To secure these reduced rates remittances must accompany orders.

CHANGES IN PUBLICATION DATES

Due to the fact that the Association has voted to hold the next annual meeting in April rather than in March it seems necessary to change the date of the June issue of the QUARTERLY from the first of the month to the middle or latter part of the month. It has been found impossible to get the lists of accredited institutions in shape for publication at the earlier date.

Since it is customary to carry in the spring issue of the QUARTERLY the tentative program of the annual meeting and since, as stated above, the next meeting is scheduled for April rather than March it seems wise not to issue the fourth number of the QUARTERLY until near or after April 1.

In view of these conditions the Executive Committee has authorized the change of date for all issues of the QUARTERLY, placing each one approximately one month later than at present announced. Consequently beginning with the next issue the dates of publication will be changed to July, October, January and April. If possible however the July number will be mailed near the middle of June, so that interested persons may

have the revised accredited lists in hand before schools and colleges close for the summer.

AUGUSTANA COLLEGE ACCREDITED

Due to the fact that certain information respecting the organization and administration of Augustana College and Theological School located at Rock Island, Illinois was either incomplete or inaccurately given to the Executive Committee of the North Central Association at the time of its meeting in April last, that institution was not placed on the approved or accredited list of higher education. Happy to state, however, all the previously alleged deficiencies of this college were cleared up before a meeting of the Executive Committee in June and the institution was retained on the accredited list, as it has been continuously since 1913, the year in which the North Central Association first began the practice of publishing an approved or accredited list of colleges and universities.

J. STERLING MORTON JUNIOR COLLEGE

Acting under the authority given it by the Commission on Institutions of Higher Education at the last annual meeting, the Board of Review, on August 5, accredited the J. Sterling Morton Junior College at Cicero, Illinois, for the year ending in April, 1934.

NEW APPOINTMENTS

At its June meeting the Executive Committee made the following appointments to North Central Association offices:

Rev. J. D. Ostdiek as a member of the Commission on Secondary Schools, Class of 1936, vice Rev. F. B. O'Connor.

Dean C. H. Oldfather as a member of the Commission on Institutions of Higher Education, Class of 1935, vice Dean J. R. Effinger.

At the same meeting Dr. George F. Zook was made an honorary member of the Association.

DEAN EFFINGER DIES

Many members of the North Central Association will be shocked to learn that Dean John R. Effinger of the University of Michigan died very suddenly of heart trouble early in June. For years Dr. Effinger served as a member of the Reviewing Committee in connection with the Commission on Institutions of Higher Education and has always had a keen interest in the Association's affairs generally. His presence at the annual meeting will be greatly missed.

MILO H. STUART PASSES

Another of the faithful workers in the North Central Association, Mr. Milo H. Stuart, Assistant Superintendent of Schools in Indianapolis, Indiana, has left us. He died in his home city on July 24th after an illness of a little more than five weeks.

Mr. Stuart had had a long connection with the North Central Association, having served as Treasurer of the organization from 1914 to 1922, having served as president of the Society in 1922-23 and having been active on all three of the Commissions much of the time since giving up his general offices. Mr. Stuart believed thoroughly in the principles and practices of the Association, was always timely and sane in his counsels, and was ever ready to do his part when called upon to perform it. His death breaks a wide circle of friendship and removes from our midst a highly influential member and coworker.

BACON AT EVANSTON

The June issue of the *QUARTERLY* reported the name of Mr. W. L. Barnum as principal of the Evanston Township

High School at Evanston, Illinois. This is a mistake. Mr. F. L. Bacon is principal of that school. The error in listing the names was due to the fact that Mr. Bacon, who was injured in an automobile accident last fall, was temporarily absent from his duties when the annual report forms were made out. In Mr. Bacon's absence Mr. Barnum signed the reports and the inspector's office copied his name into the printed lists of the Association.

NEW STANDARD—NO. 11

At the last meeting of the North Central Association a new standard was adopted regarding the preparation of the superintendent or principal directly in charge of the administration and supervision of approved secondary schools. This standard is:

Standard 11. The superintendent or the principal directly in charge of the supervision and administration of the high schools shall hold a Master's degree from a college belonging to the North Central Association, or the equivalent, and shall have had a minimum of six semester hours of graduate work in education, and a minimum of two years of experience in teaching or administration.

To assist school officials in the observance of this standard the following interpretations have been authorized:

1. This standard shall go into effect for the school year 1934-35.

2. This standard shall not be retroactive within the Association. This means that the standard will be imposed only on new or beginning principals. No superintendent or principal now in charge of a North Central Association high school will be affected by the new standard. Stated more specifically, all these officials will continue to qualify in their present positions, and they may also qualify to serve in a similar capacity in any other North Central Association high school.

3. This standard provides for the recognition of both equivalent training and equivalent institutions. That is, individuals who do not actually hold a master's degree but who possess educational attainments equivalent to the possession of a master's degree may be approved

by the State Committees upon the recommendation of officials of recognized graduate schools. Furthermore, the Association will recognize a master's degree granted by an institution not belonging to the North Central Association, provided the standards maintained are comparable with those maintained by colleges approved by the Association. (The list of higher institutions approved by the North Central Association and the approved lists of the other regional accrediting agencies are given in the NORTH CENTRAL ASSOCIATION QUARTERLY, for June, 1933.)

THE PRESIDENTIAL ADDRESS

The QUARTERLY carries in this issue the presidential address of A. A. Reed. It is, as one would of course know it would be, a forceful presentation of a live topic, *The Next Step*. Mr. Gage, Chairman of the Commission on Institutions of Higher Education, felicitously introduced Mr. Reed on this occasion and was somewhat reminiscent in his thoughts. Following are the remarks of Mr. Gage, as caught by the official stenotypist.

Many of us feel that we know the North Central Association. We have, of course, varying degrees of acquaintance with the Association. Some of us feel that we not only know the Association but that we have a genuine affection for it. When we come to analyze our mental processes in this respect, we will all of us realize that in knowing the North Central Association we know the men and women who compose it, who live for it, who have labored and sacrificed for the common interest of education which we serve in this territory.

There are men and women whose remembered faces are always invisible presences here, people who are not with us in the flesh, who never will sit here to join in our deliberations; nevertheless, men and women who live with us in memory. They are encouraging presences. There are others who happily are with us year after year, carrying on in their home communities and institutions and joining with us in the conduct of the work of the North Central Association and attending our meetings. Dean Effinger of the University of Michigan, during these days when we have been in session here, remarked that one of his happy experiences, an experience that added a touch of sentiment and beauty to his coming here to these mem-

ings, was the presence each year of Mr. and Mrs. W. J. S. Bryan of St. Louis. There are others sitting before me who for years have entered into the fellowship of these meetings. I am not going to mention the names of those whom I see and who are so clearly in my mind now. I am reminded of a college student who was asked to name the twelve Apostles and the major and minor Prophets and to distinguish between them. He started his answer by saying: "Far be it from me to distinguish between those godly men but the twelve Apostles are as follows."

I am not going to make any distinctions, but I do recognize the presence of those who for many years have served the Association, and to whom we are indebted. All of this I think is properly preliminary to the introduction to you this morning of the President of the North Central Association who has built his life into the North Central Association, who has served so long and well in his own state and in the University of Nebraska, whom we expect to see here every year and who never disappoints us in our fellowship with him and in our dependence upon the execution of duties which are committed to him.

His election to the presidency of the North Central Association was a very fitting honor, and it is a pleasure, Mr. Reed, to present you here to take part in the program of the Commission on Higher Institutions.

INTERPRETATION OF STANDARDS

Each year when the Association convenes in annual meeting one preliminary session of the Commission on Secondary Schools is usually held in order to agree in detail how the various standards are to be interpreted. Believing that high school principals would also be interested in attending a meeting of this sort and in being given the opportunity to express the views of the workers in the field a conference was scheduled for April last in conjunction with the annual meeting. The meeting centered its attention on the following topics.

1. What is the attitude of the Association toward granting credit for science with laboratory work done by the demonstration method rather than by the individual method.

2. What is the attitude of the Association toward schools that conduct their classes on a fifty or sixty minute basis?
3. What is the Association's policy regarding class size?
4. What is the Association's policy regarding teaching load?
5. What is the Association's policy regarding pupil load?
6. Why does the Association still recommend for graduation one unit in biological science or one unit in general science despite the fact that some higher institutions do not give full credit for general science?
7. Under what conditions may a school secure permission from the Association to attempt experimentation?
8. What is the Association's attitude toward the control of athletic activities within the school?
9. Does the Association have any set policy requiring the twelfth grade and thirteenth grade students to be arbitrarily segregated in classes?
10. What is the attitude of the Association toward work done according to the Morristonian Unit Plan?

The answers to the above questions, together with certain discussions pertaining to them, will be found in the stenotype report of the meeting which appears in his issue of the *QUARTERLY* under the heading "Conference of High School Principals with the Commission on Secondary Schools." Surely many school people will welcome the opportunity to read about the attitudes which the Association takes on these matters.

REPRINTS

The current issue of the *QUARTERLY* carries a series of reports relating to the revision of standards for accredited institutions of higher education. The June issue of the *QUARTERLY* carried an extended report on athletics. The report on athletics and three of the reports on the revision of standards have been put into reprint form. These are now available from the office of the *QUARTERLY* (Room 1439 U.E.S., Ann Arbor, Mich.) and should prove of great convenience to universities, colleges, and other agen-

cies desirous of using the material for class purposes or for group analyses. The titles of these reprints, together with the charges therefor, are as follows provided remittances accompany the orders.

1. Report of the Committee on Physical Education and Athletics, 48 pages. Price 25c.
2. Some Issues Involved in the Revision of Standards and Accrediting Procedures, 16 pages. Price 10c.
3. A New Type of Standard and Its Explication Relative to Administration, 12 pages. Price 10c.
4. The Product of Higher Educational Institutions, 16 pages. Price 10c.

A STUDY OF SECONDARY SCHOOL STANDARDS

On recommendation of the Chairman of the Commission on Secondary Schools authority was given in April, 1933 for the appointment of a special committee to study the whole question of standards for accrediting secondary schools as now used by the North Central Association. The twenty state chairmen were appointed as the special committee. From this group a subcommittee of five, consisting of Carl G. F. Franzen of Indiana, J. T. Giles of Wisconsin, M. R. Owens of Arkansas, A. A. Reed of Nebraska and George E.

Carrothers of Michigan, Chairman, was selected to plan the study, secure the necessary funds and get the study underway.

Since other regional agencies were interested in the same sort of study representatives of the Southern Association and Middle States Association were invited to meet with this subcommittee in Chicago, July 3, 1933. Dr. George F. Zook, United States Commissioner of Education and Chairman of the committee which is making the study of standards for the Commission on Institutions of Higher Education, also met with the committee. Out of this meeting there developed the conviction that the study of standards for use in accrediting secondary schools should be made nationwide. In keeping with this idea Dr. Zook invited representatives of all regional accrediting agencies to meet with him in the Office of Education, Washington, D.C. August 18 and 19 for the purpose of planning and projecting this timely and greatly needed study. Those associations represented at this meeting were: Southern, Middle, New England, North Central, Northwest, and West. Report of accomplishments will be made in a later issue of the *QUARTERLY*.

COMMITTEES OF THE ASSOCIATION, 1933-1934

A. COMMITTEES OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

1. COMMITTEE ON PHYSICAL EDUCATION AND ATHLETICS

W. P. Morgan,¹ Western Illinois State Teachers College, Macomb, Illinois.

H. M. Gage, Coe College, Cedar Rapids, Iowa.

George F. Zook,¹ Commissioner of Education, Office of Education, Washington, D.C.

Ralph J. Gilmore, Colorado College, Colorado Springs, Colorado.

C. W. Savage, Oberlin College, Oberlin, Ohio.
T. N. Metcalf, The University of Chicago, Chicago, Illinois.

Theos Jefferson Thompson, University of Nebraska, Lincoln, Nebraska.

Alfred C. Callem, University of Illinois, Urbana, Illinois.

2. REGIONAL CONFERENCE COMMITTEE (Joint Committee with the Commission on Secondary Schools)

W. W. Haggard, Superintendent, Joliet, Illinois.

E. A. Spaulding, Emerson High School, Gary, Indiana.

Donald M. Love, Oberlin College, Oberlin, Ohio.

3. COMMITTEE ON REVISION OF STANDARDS

L. D. Coffman, University of Minnesota, Minneapolis, Minnesota.

S. P. Capen, University of Buffalo, New York.

W. W. Charters, Ohio State University, Columbus, Ohio.

Donald J. Cowling, Carleton College, Northfield, Minnesota.

A. C. Fox, John Carroll University, Cleveland, Ohio.

H. M. Gage, Coe College, Cedar Rapids, Iowa (ex officio).

Charles H. Judd, The University of Chicago, Chicago, Illinois.

O. R. Latham, Iowa State Teachers College, Cedar Falls, Iowa.

¹Resigned but resignation not accepted at time of publication.

W. P. Morgan, Western Illinois State Teachers College, Macomb, Illinois.

P. C. Packer, University of Iowa, Iowa City, Iowa.

Ellis B. Stouffer, University of Kansas, Lawrence, Kansas.

H. A. Suzzallo, Carnegie Foundation for the Advancement of Teaching, 522 Fifth Avenue, New York, New York.

E. H. Wilkins, Oberlin College, Oberlin, Ohio.

James M. Wood, Stephens College, Columbia, Missouri.

George F. Zook, Commissioner of Education, Office of Education, Washington, D.C.

Executive Committee

L. D. Coffman, University of Minnesota, Minneapolis, Minnesota.

H. M. Gage, Coe College, Cedar Rapids, Iowa.

Charles H. Judd, The University of Chicago, Chicago, Illinois.

W. W. Charters, Ohio State University, Columbus, Ohio.

George F. Zook, Commissioner of Education, Office of Education, Washington, D.C.

Research Staff

George F. Zook, Commissioner of Education, Office of Education, Washington, D.C.

Floyd W. Reeves, Director of Personnel, Tennessee Valley Authority, Interior Building, Washington, D.C.

M. E. Haggerty, University of Minnesota, Minneapolis, Minnesota.

4. COMMITTEE ON IOWA STATE TEACHERS COLLEGE EXPERIMENT

V. A. C. Henmon, University of Wisconsin, Madison, Wisconsin.

5. COMMITTEE ON KANSAS CITY JUNIOR COLLEGE EXPERIMENT

Charles H. Judd, The University of Chicago, Chicago, Illinois.

L. V. Koos, The University of Chicago, Chicago, Illinois.

George F. Zook, Commissioner of Education,
Office of Education, Washington, D.C.

6. COMMITTEE ON TULSA, OKLAHOMA,
EXPERIMENT

*(Joint Committee with the Commission
on Secondary Schools)*

J. D. Elliff, University of Missouri, Columbia, Missouri.

H. G. Lull, Kansas State Teachers College
of Emporia, Emporia, Kansas.

H. E. Chandler, University of Kansas, Lawrence, Kansas.

7. COMMITTEE ON GARY, INDIANA, EXPERIMENT

Arthur J. Klein, Ohio State University, Columbus, Ohio.

L. V. Koos, The University of Chicago, Chicago, Illinois.

Thomas E. Benner, University of Illinois, Urbana, Illinois.

8. COMMITTEE ON THE UNIVERSITY OF CHICAGO
EXPERIMENT

*(Joint Committee with the Commission
on Secondary Schools)*

Committee not yet appointed.

9. COMMITTEE ON THE COLORADO STATE TEACHERS
COLLEGE EXPERIMENT

*(Joint Committee with the Commission
on Secondary Schools)*

Committee not yet appointed.

10. COMMITTEE ON THE LITTLE ROCK JUNIOR
COLLEGE EXPERIMENT

*(Joint Committee with the Commission
on Secondary Schools)*

Committee not yet appointed.

11. BOARD OF REVIEW

H. M. Gage, Coe College, Cedar Rapids, Iowa.

Alfred H. Upham, Miami University, Oxford, Ohio.

Geo. A. Works, The University of Chicago, Chicago, Illinois.

George Buck, Shortridge High School, Indianapolis, Indiana.

John R. Effinger,¹ University of Michigan, Ann Arbor, Michigan.

W. P. Morgan, Western Illinois State Teachers College, Macomb, Illinois.

Wm. F. Cunningham, College of St. Thomas, St. Paul, Minnesota.

¹Deceased.

B. COMMITTEES OF THE COMMISSION ON SECONDARY SCHOOLS

I. STANDING COMMITTEES

1. COMMITTEE ON BLANKS

R. W. Kraushaar, Chairman, South Dakota (1935); H. G. Hotz, Secretary, Arkansas (1936); W. E. McVey, Illinois (1934); J. W. Diefendorf, New Mexico (1935).

2. COMMITTEE ON STANDARDS

J. D. Elliff, Chairman, Missouri (1934); C. C. Schmidt, North Dakota (1935); H. G. Hotz, Arkansas (1936); J. E. Edgerton, Kansas (1934); A. W. Clevenger, Illinois (1935); E. E. Morley, Ohio (1935); H. E. Flynn, Minnesota (1936).

3. COMMITTEE ON EXPERIMENTATION AND
SPECIAL STUDIES

C. R. Maxwell, Chairman, Wyoming (1934); M. R. Owens, Arkansas (1936); A. A. Reed, Nebraska (1934); C. W. Boardman, Minnesota (1935); G. W. Rosenlof, Nebraska (1935).

4. COMMITTEE ON LIBRARY

E. L. Miller, Chairman, Michigan; B. Lamar

Johnson, Missouri; Douglas Waples, Illinois; T. W. Gosling, Ohio.

5. COMMITTEE ON REGIONAL CONFERENCES ON
THE RESULTS OF THE NATIONAL SURVEY
OF SECONDARY EDUCATION

W. W. Haggard, Chairman, Illinois; Donald M. Love, Ohio; E. A. Spaulding, Indiana.

6. SPECIAL COMMITTEE ON STUDY OF
STANDARDS

George E. Carrothers, Chairman, Michigan; Carl G. F. Franzen, Indiana; J. T. Giles, Wisconsin; M. R. Owens, Arkansas; A. A. Reed, Nebraska.

II. JOINT COMMITTEES

MEMBERS REPRESENTING THE COMMISSION
ON SECONDARY SCHOOLS

Committee on Tulsa, Oklahoma, Educational Experiment: H. E. Chandler, Kansas.

Committee on College Entrance Blanks: Carl G. F. Franzen, Chairman, Indiana; G. J. Balzer, Wisconsin.

C. COMMITTEES OF THE COMMISSION ON UNIT COURSES AND CURRICULA

1. COMMITTEE ON SURVEY OF TRENDS IN
CURRICULUM REVISION

G. W. Willett, Chairman, High School and Junior College, La Grange, Illinois.

A. L. Spohn, High School, Hammond, Indiana.

B. J. Rivett, Northwestern High School, Detroit, Michigan.

J. A. Clement, University of Illinois, Urbana, Illinois.

2. COMMITTEE ON QUALITATIVE UNITS OF
SUBJECT MATTER

John E. Foster, Chairman, Dean of Summer Session, Ames, Iowa.

William S. Whitford, University of Chicago, (Art)¹

E. R. Downing, University of Chicago, (Biology)

W. H. Lancelot, State Teachers College, Iowa, (Chemistry)

R. L. Lyman, University of Chicago, (English)

Raleigh Schorling, University of Michigan, (Mathematics)

C. W. Hurd, Teachers' College, Columbia University, New York City, (Physics)

3. COMMITTEE ON FUNCTIONAL UNITS OF THE
CURRICULUM

Will French, Chairman, Tulsa Public Schools, Oklahoma.

Thomas W. Gosling, Akron Public Schools, Ohio.

R. P. Lindquist, Ohio State University, Columbus.

C. L. Cushman, Denver Public Schools, Colorado.

A. K. Loomis, Chicago University High School.

4. COMMITTEE ON EXPERIMENTAL COLLEGE
ENTRANCE UNITS

H. H. Ryan, Chairman, University of Wisconsin High School.

M. H. Willing, University of Wisconsin.

Harl R. Douglass, University of Minnesota.

¹Words in parenthesis indicate the department over which the individual serves as chairman of a sub-committee.

STATISTICAL SUMMARY OF ANNUAL REPORTS FROM SECONDARY SCHOOLS APPROVED BY THE ASSOCIATION FOR 1932-33¹

H. G. HOTZ

Secretary of Commission on Secondary Schools

THE first statistical summary of the annual reports submitted by the secondary schools accredited by the North Central Association was compiled in 1925. Since that time this analysis, which seeks to detect some of the more significant trends in the development of these schools, has been made annually.

Continuing the policy inaugurated a year ago, the four-fold classification of basic data according to size of schools was followed again this year. The summaries and conclusions in this report are, therefore, based upon the material presented in five basic tables.² In a few instances the tabulations this year are less extensive than those submitted a year ago. Some of the items which have been omitted are: enrollments by sex, salaries of teachers, expenditures on library, and training of librarians. The only new or additional item included is a survey of the subjects dropped from the program of studies.

The data presented in this summary are taken from the 1932-33 annual reports of 2448 schools enrolling 1,240,781 pupils. The reports from the other twenty-seven schools accredited a year ago by the Association were not available and could not be included in these tabulations. Most of these twenty-seven schools have for some reason or other been compelled to withdraw from the Association. Complete data on all schools

accredited a year ago are included for nine of the twenty states: Arizona, Colorado, Indiana, Minnesota, Nebraska, New Mexico, South Dakota, Wisconsin, and Wyoming.

SIZE OF SCHOOLS

Over one-third, or 36.5 per cent, of the schools accredited by the Association enroll fewer than 200 pupils, and nearly three-fourths, or 73.3 per cent, of them enroll fewer than 500 pupils. A year ago these percentages were, respectively, 38 and 75. A year ago the number of schools enrolling fewer than 200 pupils constituted the largest single group; this year the number of schools enrolling 200 to 499 pupils constitutes the largest single group. The distribution of schools according to size of enrollment is:

Size of School	Number of Schools	Percentage of All Schools
Under 200	895	36.5
200-499	901	36.8
500-999	360	14.7
1000 or over	292	12.0

The percentage distribution of all schools by states and according to size of schools is given in Table VI.

In comparison with the other states, it will be seen that North Dakota has relatively the largest percentage of its schools enrolling fewer than 200 pupils, Wisconsin has the largest percentage of its schools enrolling 200 to 499 pupils, Indiana has the largest percentage of its schools enrolling 500 to 999 pupils and also the largest percentage enrolling 1000 or more pupils.

¹A report presented before the Commission on Secondary Schools, April 21, 1933.—THE EDITOR.

²Space limitations permit the reproduction of only one of these basic tables. Table III, Summary of All Data for All Schools by States, is included at the end of this report.—THE EDITOR.

TYPE OF ORGANIZATION

Of the 2448 high schools 741, or a little over 30 per cent, are reorganized high schools; that is, high schools which due to a reorganization of units were no longer parts of a system having an elementary school of seven or eight years

shows a corresponding decrease. This in all probability, however, does not represent a very significant trend. The change in most cases is a change in name only, due to the fact that in many instances it is impossible to differentiate clearly between a six-year non-segregated junior-senior high school and a segregated

TABLE I
PERCENTAGE OF SCHOOLS OF VARIOUS SIZES BY STATES

STATE	PERCENTAGE OF SCHOOLS ENROLLING			
	Under 200	200-499	500-999	1000 or over
Arizona	53	34	8	5
Arkansas	61	30	7	2
Colorado	51	33	8	8
Illinois	36	31	15	18
Indiana	18	31	29	22
Iowa	33	47	14	6
Kansas	46	37	14	3
Michigan	26	38	17	19
Minnesota	24	44	19	13
Missouri	36	38	11	15
Montana	43	30	16	11
Nebraska	53	35	8	4
New Mexico	55	42	0	3
North Dakota	77	16	6	1
Ohio	28	36	17	19
Oklahoma	33	46	15	6
South Dakota	60	30	7	3
West Virginia	33	43	17	7
Wisconsin	13	49	22	16
Wyoming	38	45	14	3

in length followed by a four-year high school. For the United States as a whole, for the school year 1929-30, the percentage of schools reorganized on the senior high level¹ was a little over 19.

Although the percentage of reorganized schools has remained practically constant during the past year, the number of schools organized as three-year senior high schools indicates a large increase, while the number of schools organized as five- and six-year high schools

three-year senior high school. On the other hand, it is significant to note that the enrollment in schools reporting on the upper three grades increased nearly 26 per cent, while the enrollment in those schools which reported on the upper four grades increased a little over two per cent.

The percentage distribution of three-

¹F. T. Spaulding and O. I. Frederick, "The Junior High School Movement in the Year 1930," *School Review*, XLI, (January, 1933), 23.

year senior high schools and of five- and six-year high schools according to size of enrollment is:

Size of School	Percentage of all Three-Year Senior High Schools	Percentage of all Five-and Six-Year High Schools
Under 200	20.3	37.8
200-499	28.3	37.3
500-999	25.3	17.8
1000 or over	26.1	7.1
TOTAL	100.0	100.0

These data indicate that slightly over half of the three-year senior high schools enroll 500, or more pupils, while over three-fourths of the five- and six-year undivided high schools enroll less than 500 pupils in their upper three or four years.

Minnesota has relatively the largest number of three-year senior high schools, and Arkansas has relatively the largest number of six-year high schools.

ENROLLMENT

The enrollment in the North Central Association high schools for October, 1932, was 1,240,781 as compared with 1,153,185 for October, 1931. Nearly one-half of this high school population is attending schools enrolling 1000 or more pupils. Although nearly three-fourths of the schools enroll less than 500 pupils per school, we find only 32 per cent of the entire enrollment in these schools. The distribution of the total enrollment according to size of school is:

Size of School	Enrollment	Percentage of Total
Under 200	113,622	9.1
200-499	281,472	22.6
500-999	246,936	16.9
1000 or over	598,751	47.3
TOTAL	1,240,781	100.0

Grade Distribution. The distribution of the enrollment by grades indicates a consistent improvement in the holding power of North Central high schools.

Each succeeding year shows a slight decrease in the percentage of the total enrollment reported for the ninth grade. The percentage of the total enrollment reported for the ninth grade is this year 21 as compared with 22 a year ago, 24 two years ago, and 26 three years ago. This relative decrease in ninth grade enrollments is, however, due no doubt chiefly to the fact that increasingly more of the larger high schools are reporting enrollments for the upper three grades only.

On the basis of the total enrollment in the upper three grades, or senior high school level, the grade distribution shows a relative gain this year of two per cent in the senior and post-graduate years. Approximately 39 per cent of the total senior high school population is enrolled in the tenth grade, nearly 32 per cent in the eleventh grade, and a little over 29 per cent in the twelfth grade and post-graduate work. A year ago these percentages were respectively 41, 32, and 27. On the basis of size of school, the holding power in the senior high school grades is most favorable in the smaller schools. The distribution of the percentages of the total enrollments in the senior high school grades by grades and according to size of school is:

PERCENTAGE OF TOTAL ENROLLMENT

SIZE OF SCHOOL	Grade 10	Grade 11	Grade 12	Graduates and Specials
Under 200	35.2	31.9	29.9	2.8
200-499	36.3	31.5	28.5	3.5
500-999	37.7	31.6	27.0	3.5
1000 or over	41.5	31.2	24.3	2.8

Average Enrollment per School. The average enrollment per school now is 506 as compared with 483 a year ago. The average enrollment in Illinois is 774. In North Dakota it is only 178.

GRADUATES

During the past year 224,688 pupils graduated from North Central Association high schools. This is an increase of 24,474 over the previous year. The percentage of graduates based on this year's enrollment varies from 23.6 in Arkansas to 15.1 in Illinois. Little if any significance should be attached to this comparison, however, because most of the high schools in Arkansas report their enrollments for the last three grades only, while in Illinois the large majority of the schools report on the upper four years.

Sex. Although the percentage of girls who graduate is still higher than the percentage of boys who graduate, this percentage has shown a consistent increase for boys during the past three years, while for girls there has been a slight decrease.

A comparison based on the size of school again this year indicates that those schools enrolling less than 200 pupils have the highest percentage of graduates and also the largest preponderance of girl graduates. The percentages of graduates according to sex and size of school are:

SIZE OF SCHOOL	PERCENTAGE OF GRADUATES	
	Boys	Girls
Under 200	9.5	11.3
200-499	8.8	10.2
500-999	9.1	10.7
1000 or over	8.9	10.4

WEEKS IN THE SCHOOL YEAR

According to the reports submitted, it appears that only 705 of the 2448 schools maintain a school year of more than 36 weeks. This is nearly 29 per cent as compared with 32 percent a year ago and 38 per cent four years ago. Sixty-four per cent of the schools enrolling 1000 or more pupils maintain a school year of more than 36 weeks, while only 15 per

cent of the schools enrolling less than 200 pupils have a school year of more than 36 weeks. These percentages for last year were 70 and 16, respectively. The distributions of the percentages of schools maintaining less than 36 weeks, and more than 36 weeks according to size of school are:

SIZE OF SCHOOL	WEEKS IN SCHOOL YEAR		
	36—	36	36+
Under 200	2	83	15
200-499	3	72	25
500-999	2	56	42
1000 or over	1	35	64
ALL SCHOOLS	2	70	28

Forty-three schools report that it is very doubtful whether they will this year be able to maintain a nine months term. Eighteen of these schools are in one state, eight are in another state. To maintain a school term of less than 36 weeks constitutes a violation of one of our standards. All schools which did not last year conduct a nine months term should be definitely warned this year.

MINUTES IN CLASS PERIOD

This year 824 or nearly 34 per cent of the schools are operating with a class period of 55 or more minutes. Last year 36 per cent of the schools were organized on the basis of a lengthened class period, two years ago this percentage was 29, and six years ago it was 24. West Virginia, Oklahoma, and Wyoming in the order named lead in this attempt to improve traditional methods of instruction.

The percentage of schools operating with a lengthened class period of 55 or more minutes distributed according to size of school is:

Size of School	Percentage of Schools Having Class Periods of 55 or more Minutes
Under 200	26
200-499	40
500-999	50
1000 or over	32
ALL SCHOOLS	34

It is evident that the schools enrolling 500 to 999 pupils use the lengthened class period most extensively. This was also shown a year ago. On the basis of data compiled a year ago, the percentage of schools using the lengthened class period has increased in all of the groups of schools except for those schools enrolling less than 200 pupils.

Six of the schools are this year operating with a class period of less than 40 minutes, which is a violation of one of our standards. Five of these schools are in one state.

PUPIL LOAD

The percentage of pupils permitted to carry for credit more than four units is nearly 24. This is a slight increase over the percentage reported for 1932 and for 1931, when it was only 21. Eight per cent of the pupils are permitted to carry five or more units for credit. This percentage has remained fairly constant during the past few years.

In general the larger schools permit a much larger percentage of their pupils to carry more than the normal load. The distribution of the percentages of the total enrollment permitted to carry more than the normal load according to size of schools is:

SIZE OF SCHOOL	PERCENTAGE OF TOTAL ENROLLMENT PERMITTED TO CARRY FOR CREDIT	
	More than Four Units	Five or more Units
Under 200	17.0	5.7
200-499	19.9	6.5
500-999	25.2	8.7
1000 or over	29.5	9.1
ALL SCHOOLS	23.7	8.0

TEACHERS

The total number of full- and part-time teachers employed in North Central high schools is 49,959. This is a decrease of 132 teachers during the past year. The full-time equivalency of these full- and part-time teachers is 43,389, which is an

increase of only 40 teachers over last year. A year ago the increase in the number of full-time teachers was 600.

Although the enrollment in North Central schools increased 87,596 during the past year, the increase in the teaching staff was only the equivalent of 40 full-time teachers. This accounts for the large increase in teacher load noted further on in this summary.

Number of New Teachers. There were 3273 new teachers of academic subjects and 1301 new teachers of vocational subjects, or a total of 4574 new teachers employed this year. This is only a little over nine per cent of the total number of teachers employed. Last year the percentage of new teachers employed was nearly 14, two years ago this percentage was 18, and prior to that it was for a number of years approximately 22. These percentages indicate that there was relatively very small turnover in the teaching staff during the past year.

As would normally be expected, the teaching staff in the largest high schools is much more permanent than it is in the smaller schools. The percentages of new teachers in the various types of schools according to size of enrollment are:

Size of School	Percentage of New Teachers
Under 200	16
200-499	11
500-999	8
1000 or over	5
ALL SCHOOLS	9

Qualifications of New Teachers. Thirty-five, or a little over 1 per cent of the new teachers of academic subjects do not have a college degree. Our standards specify that all new teachers of academic subjects must have taken work equivalent to graduation from a senior college belonging to the Association. In the violation of this standard the smaller schools are decidedly the greatest of-

fenders. Sixty-one, or nearly 2 per cent of the new teachers of academic subjects do not have 15 hours of professional training. Here also the smaller schools are the greatest offenders. There are now 107, or a little over 3 per cent, of the new teachers of academic subjects who according to our present standards do not have adequate college preparation in the subjects they are teaching. Last year this percentage was four. This standard is most frequently violated by the schools enrolling less than 200 pupils and it is least frequently violated by the schools enrolling 500 to 999 pupils.

Of the 1301 new teachers of non-academic subjects, 83 per cent have college degrees and 89 per cent of them have 15 semester hours of professional training. Last year these percentages were 79 and 88, respectively. In the character of their training, therefore, the new teachers of nonacademic subjects this year indicate a more favorable condition than a year ago.

TEACHING LOAD

All of the data on teaching load reveal an extraordinarily large increase in teaching schedules.

Pupil-Teacher Ratio. The Association recommends that the pupil-teacher ratio based upon the average enrollment should not exceed 25, and Standard 8 specifies that this ratio shall not exceed 30. However, due to the abnormal financial condition, the Association granted the Commission on Secondary Schools authority to waive Standard 8 for those schools which have met all other standards but have found it impossible to meet this one standard during the school year 1932-33. This action in part accounts for the large number of schools which are this year operating with a pupil-teacher ratio in excess of 30.

Seven hundred eighty-one, or nearly 32 per cent, of the schools now have a pupil-teacher ratio above 25. A year ago

this percentage was 21, two years ago it was 14, and three years ago it was only 11. One hundred sixty-four schools now have a pupil-teacher ratio of more than 30. A year ago there were 51 and three years ago there were only 13.

Naturally, the larger schools are experiencing the greatest difficulty in the operation of their schools upon a normal pupil-teacher ratio basis. The percentages of schools of the various types having excessive pupil-teacher ratios, distributed according to size of enrollment, are:

Size of School	Percentages of Schools with Pupil-Teacher Ratios	
	26-30	30 or More
Under 200	7.1	.7
200-499	25.4	4.4
500-999	44.7	11.1
1000 or over	55.8	26.7
ALL SCHOOLS	25.2	6.7

Number of Classes Taught Daily. The Association recommends that no teacher shall teach more than six classes per day. There are this year 882 teachers, or nearly 2 per cent of all teachers, teaching more than six classes per day. This percentage is almost twice as large as it was a year ago. Here also the largest schools have relatively the largest number of teachers teaching more than six classes per day.

Pupil Recitations per Teacher. At present nearly 21 per cent of the teachers have over 160 pupil recitations per day. A year ago this percentage was 15 and three years ago it was only 10. Thirty-six per cent of the teachers in schools enrolling 1000 or more pupils have this year more than 160 pupil recitations per day.

NUMBER OF SCHOOLS EMPLOYING LIBRARIANS

Commendable progress is being made in the number of schools which employ a librarian. Thirty-eight per cent of the schools employ full-time librarians, 54 per cent employ part-time teacher-libra-

rians, and eight per cent employ no librarian. Last year these percentages were 36, 52, and 13, respectively. In Minnesota all of the schools employ either a full-time or a part-time teacher-librarian, and nearly 55 per cent of them employ full-time librarians.

A little over four-fifths of the schools enrolling 1000 or more pupils have full-time librarians; there are, however, nine schools in this group which have no librarian. The percentages of the schools in each group which employ no librarian are:

Size of School	Percentage of Schools Employing No Librarian
Under 200	16
200-499	14
500-999	6
1000 or over	3
ALL SCHOOLS	8

SUBJECTS DROPPED FROM PROGRAMS OF STUDY

Question 32c on the annual reports submitted this year was: "What subjects, if any, have been dropped from your program of studies during the past year?" An analysis of the returns on this question indicates that foreign languages, home economics, commercial work, and industrial arts, in the order named, suffered most in the present movement to curtail subject matter offerings in North Central Association high schools. The distribution of subjects dropped given by subject matter fields is shown in Table II.

The specific subjects dropped most frequently were:

Subject	Number of Schools Dropping Subject
Home Economics	163
Latin	96
Manual Training	67
French	50
Spanish	47
Art	42
Agriculture	29
Music	29
Physical Education	27
Stenography	26
Bookkeeping	20

The three subjects most frequently dropped, distributed according to size of schools, were:

Size of School	Subjects	Number of Schools Dropping Subjects
Under 200	Home Economics	72
	Solid Geometry	33
	Manual Training	31
200-499	Home Economics	36
	Latin	30
	Manual Training	23
500-999	Latin	21
	Home Economics	8
	Art	8
1000, or over	Spanish	8
	Art	6
	Public Speaking	5

In certain minor details the data presented above are not entirely accurate due to the fact that in a few states the subjects which were listed as dropped only once or twice for the entire state are not included. The corrections which would result if complete data were tabulated would, however, be very slight and would not affect the totals for the subjects most frequently listed. The evidence that foreign languages, home economics, commercial work, and industrial arts, suffered most in the curtailment of subject matter offerings in North Central Association high schools is conclusive. The trend in the direction of further restricting high school offerings in foreign languages has been quite apparent for many years. The tendency to reduce the offerings in home economics, commercial work, and industrial arts is, however, a very recent development and is undoubtedly a temporary one due to the necessity for financial retrenchment in the various school systems.

SUMMARY

Evidences of desirable trends in the development of the North Central Association high schools in 1932-33 are:

1. The total enrollment has increased. The enrollment in these high schools is

TABLE II
NUMBER AND KINDS OF COURSES DROPPED FROM THE PROGRAMS DURING THE PAST YEAR

SUBJECTS DROPPED	FREQUENCY OF SUBJECTS DROPPED, BY STATES																					
	Ariz.	Ark.	Colo.	Ill.	Ind.	Iowa	Kans.	Mich.	Minn.	Mo.	Mont.	Neb.	N. Mex.	N. Dak.	Ohio	Okla.	S. Dak.	W. Va.	Wis.	Wyo.	TOTAL	
MATHEMATICS																						40
Arithmetic (Academic) . . .										2					1					2		2
General Mathematics									1													4
First Year Algebra										1												4
Advanced Algebra																						1
Plane Geometry								1							1							2
Solid Geometry								2	1						1							2
Trigonometry	2									2					1							6
Advanced Mathematics . . .					2		1	4							2							4
Not Specified																6	6					12
ENGLISH																						40
Journalism					1			2		1					2							2
Public Speaking					1		1	3		1		1			2							8
Debating	1	2			1			4							2							14
Dramatics								6							2							7
Not Specified									1						1		3					7
FOREIGN LANGUAGES																						4
Latin I and II	2		7	4	1	15	11	5	5	5		2				2	1	5	3			205
Latin III and IV				4				15		2					5							68
French		1			2	5	1	5	2	4	2				9		1	4	3		1	28
Spanish		2	1	9																		50
German		3	4	6	1		8	3	2	2	1	3			9	4	1	2				47
Norse								4	2						1		1		1			9
Polish									2													2
SOCIAL STUDIES																						1
Occupations	1	2			1			1		4												66
Ancient History								8	5	1					1							10
Ancient and Medieval History															2							16
World History								3		2												2
American Problems										1												5
Civics								1		1					2							1
Economics		1	1	2											2							7
Sociology								1		1					3	4			1			9
Not Specified		1		2					1	1					3							9
																4						7

[illegible]

now 1,240,781; the enrollment for 1931-32 was 1,153,185.

2. The enrollment per school has increased. The average enrollment per school now is 506; a year ago the average enrollment per school was 483. Nearly one-half of the total high school population is attending schools enrolling 1000 or more pupils. A year ago the number of schools enrolling fewer than 200 pupils constituted the largest single group; this year the number of schools enrolling 200 to 499 pupils constitutes the largest single group.

3. The enrollment in reorganized high schools has increased. Of the 2448 North Central high schools 741, or a little over 30 per cent, are reorganized high schools. For the United States as a whole the percentage of reorganized schools on the senior high school level for the school year 1929-30 was a little over 19.

The enrollment in schools reporting on the upper three or senior high school grades increased nearly 26 per cent, while the enrollment in those schools which reported on the upper four grades increased a little over two per cent.

4. A larger percentage of the total enrollment in the upper three or senior high school grades is found in the senior and postgraduate years. Approximately 29 per cent of the total senior high school population is now enrolled for twelfth grade and postgraduate work; a year ago this percentage was 27.

5. A larger percentage of boys graduated. Although the percentage of girls who graduate is still a little higher than that of the boys who graduate, this percentage has shown a consistent increase for boys during the past three years while for girls there has been a slight relative decrease.

6. The qualifications of the teachers has improved. The teacher turn-over this past year was a little over nine per cent; a year ago this percentage was 14

and four years ago it was 22. At present 107, or a little over three per cent, of the new teachers of academic subjects do not according to our standards have adequate college preparation in the subjects they are teaching; last year this percentage was four. Eighty-three per cent of the new teachers of nonacademic subjects now have college degrees and 89 per cent of them have 15 hours of professional training; a year ago these percentages were 79 and 88, respectively.

7. The number of schools employing librarians has increased. Thirty-eight per cent of the schools now employ full-time librarians, 54 per cent employ part-time teacher-librarians, and eight per cent employ no librarian; last year these percentages were 36, 52, and 13, respectively.

Items which reflect undesirable trends in 1932-33 are:

1. The length of the school year has been shortened. At present only 29 per cent of the schools maintain a school year of more than 36 weeks; a year ago this percentage was 32 and four years ago it was 38. Forty-three schools report that it is very doubtful whether they will be able to maintain a nine month's term this year; a year ago this number was 23.

2. The length of the class period has been shortened. Nearly 34 per cent of the schools are this year operating with a class period of 55 or more minutes; a year ago this percentage was 36. Six schools are this year operating with a class period of less than forty minutes.

3. All data on teaching load reveal an unusually large increase in teaching schedules. The increase in teaching staff was equivalent to 40 full-time teachers while the increase in enrollments was nearly 100,000. At present 164 schools have a pupil-teacher ratio of more than 30; a year ago there were 51 and three years ago there were only 13 schools

with a pupil-teacher ratio of more than 30. This year 882 teachers, or nearly two per cent of all teachers, are teaching more than six classes per day. This percentage is nearly twice as large as it was a year ago. Nearly 21 per cent of the teachers have over 160 pupil recitations per day; a year ago this percentage was

15 and three years ago it was only 10.

4. Curriculum offerings have been curtailed. Foreign languages, home economics, commercial work, and industrial arts, in the order named, suffered most in the present movement to curtail subject matter offerings in North Central Association high schools.

TABLE III
SUMMARY OF THE 1932-33 ANNUAL REPORTS OF SECONDARY SCHOOLS ACCREDITED BY THE NORTH CENTRAL ASSOCIATION

STATE	Number of Schools	ENROLLMENT										GRADUATES					
		TYPE OF SCHOOL					Total Number	In Schools Reporting on Upper		By GRADES			Average age per School	Total Number	Percentage of Total Enrollment		
		3yr.	4yr.	5yr.	6yr.	Ninth		Tenth	Eleventh	Twelfth	Graduates and Specials						
		3 yrs.	4 yrs.														
1. Arizona	38	1	29	1	7	13681	997	12684	3735	3747	3007	2472	720	360	2266	7.7	8.7
2. Arkansas	67	12	19	36	36	10151	9048	6593	1864	5192	4586	4364	145	241	3818	10.8	12.8
3. Colorado	97	12	65	2	18	35802	11938	23864	7247	11154	8794	7485	1122	399	7159	8.9	10.9
4. Illinois	350	13	327	1	9	270929	18489	252440	75555	81408	61439	46951	5576	774	41469	7.4	7.7
5. Indiana	108	5	76	1	26	79721	9354	70367	21165	22484	18369	15385	2318	739	13663	8.5	8.6
6. Iowa	152	27	114	11	57285	18284	39001	10769	17360	14927	13480	749	377	317	12526	9.7	12.1
7. Kansas	173	25	126	22	54532	18839	35993	9655	17365	13890	12182	1440	315	9203	7.7	9.1	
8. Michigan	211	49	111	3	48	139991	61820	78171	20791	47259	37055	29734	5152	663	25075	8.3	9.6
9. Minnesota	110	38	61	11	59022	36814	22208	6242	20184	16780	14022	1794	536	12769	9.5	12.0	
10. Missouri	127	27	100	11	65368	20681	44687	13592	20141	16074	14870	691	515	12129	8.8	9.6	
11. Montana	37	1	34	2	16134	488	15646	4530	4352	3697	2979	576	436	2770	7.7	9.4	
12. Nebraska	130	24	99	7	40434	7004	33430	9031	11249	9968	9151	1035	311	8238	9.0	11.3	
13. New Mexico	36	3	32	1	9156	2013	7143	2344	2695	2043	1843	261	254	1570	8.5	8.6	
14. North Dakota	71	10	57	1	12622	3826	8796	2444	3012	3294	3085	207	178	2920	9.8	13.3	
15. Ohio	307	37	167	5	98	185724	53394	132330	36939	59672	47095	37787	4331	605	33453	8.5	9.4
16. Oklahoma	111	30	66	1	42325	20382	21943	6626	13057	11378	10156	1108	381	8787	9.4	11.3	
17. South Dakota	72	6	66	1	17381	2163	15218	4359	4745	4106	3864	307	241	3289	7.9	10.9	
18. West Virginia	93	21	51	1	20	36873	13149	23724	7579	11455	9311	7663	396	6599	8.3	9.5	
19. Wisconsin	129	17	86	5	21	78621	21320	57301	14973	23701	20018	17966	609	15406	9.3	10.2	
20. Wyoming	29	2	21	6	9029	954	8075	2317	2288	2182	1805	437	311	1579	7.6	9.8	
TOTAL	2448	360	1707	21	360	1240781	331557	909224	261707	383120	308013	257244	30697	A506	224688	8.5	9.7
Total 1932	2387	315	1664	27	381	1153185	263375	889810	259314	363709	286669	243493	A483	200214	8.3	10.1	
Total 1931	2310	296	1658	24	332	1048395	221012	826783	251350	331753	255356	209936	A453	184718	7.9	9.9	
Total 1929	2167	362	1578	26	194	939172							A433	158639			
Total 1927	2073	300	1591	25	144	834331							A402	140770			
Total 1925	1966	190	1407	25	105	738689							A340	109932			

A—Average. In all other cases the median is used.

TABLE III (Continued)

STATE	WEEKS IN SCHOOL YEAR					MINUTES IN CLASS PERIOD				PUPIL LOAD					TEACHERS						
										Percentage of Pupils Carrying Credit Units					Total Full Time and Equivalent Part Time	New Academic		New Non-Academic			
																Num-ber	No De-gree	Less than 15 hrs. Edu-c. St. 7c	Num-ber	With De-gree	Having 15 hrs. Edu-c.
36—	36	37	38	38+	40—	40 to 54	55 to 64	65 to 74	74+	4—	4	4 to 5	5	5+							
1. Arizona	25	9	3	1		29	9			10.5	70.9	12.4	5.6	.4	595	532	35	21	16	18	
2. Arkansas	1	66				49	18			5.3	77.4	8.6	7.9	.6	679	585	62	25	24	24	
3. Colorado	2	61	13	21		47	38	9	3	6.3	69.4	15.2	8.0	.8	1596	1388	148	4	39	37	
4. Illinois	134	54	118	44		283	62	3	2	9.9	67.7	3.3	16.3	2.6	10057	9244	502	21	199	211	
5. Indiana	2	92	3	7	4	74	32	2		7.3	49.6	36.6	5.3	1.0	3252	2866	96	3	53	57	
6. Iowa	128	13	10	1		96	48	8		2.1	86.7	5.9	4.9	.2	2593	2217	177	71	58	58	
7. Kansas	3	167	1	1		79	84	9	1	4.0	63.2	18.1	14.3	.2	2526	2189	177	116	105	110	
8. Michigan	43	1	73	94		171	37	3	2	7.5	55.8	27.7	7.7	1.2	5368	4653	244	7	61	70	
9. Minnesota	1	89		20		51	59			5.4	74.4	12.0	7.6	.4	2541	2205	169	3	51	43	
10. Missouri	96		14	17		97	30			5.9	75.9	13.7	4.2	.1	2682	2344	190	1	46	42	
11. Montana	28	3	6			26	11			4.5	73.9	11.8	9.3	.3	589	531	47	1	9	9	
12. Nebraska	130					94	31	3	2	5.7	60.7	25.1	7.6	.6	1753	1583	151	3	49	41	
13. New Mexico ..	5	30		1		26	10			7.2	77.5	9.6	5.5	.1	399	369	44	6	6	6	
14. North Dakota ..	70					63	8			5.5	74.5	14.0	5.2	.6	579	569	64	1	2	7	
15. Ohio	18	200	7	72	10	231	54	2		4.5	70.4	18.2	6.2	.6	7074	6591	473	14	185	210	
16. Oklahoma	8	103				28	67	10	1	8.8	70.1	13.0	7.8	.2	1723	1338	172	1	69	60	
17. South Dakota ..	1	63	2	5	1	55	16			3.2	78.2	14.5	3.7	.2	783	687	84	4	12	12	
18. West Virginia ..	93					6	87			3.6	79.9	9.6	6.7	.1	1519	1330	172	4	48	41	
19. Wisconsin	2	60	7	46	14	83	45	1		5.9	66.3	20.9	6.2	.5	3267	2231	179	1	96	79	
20. Wyoming	22	4	3			10	18	1		4.4	63.3	24.4	7.3	.4	384	347	27	7	7	7	
TOTAL	43	1700	117	401	187	6	1618	764	51	9	5.9	70.3	15.7	7.4	.6	49959	43389	3273	35	61	107
Total 1932	23	1595	111	406	252	1	1553	782	48	4	4.3	74.4	13.0	7.5	.5	50091	43349	4888	64	78	209
Total 1931	18	1591	97	435	259	2	1638	608	50	12	4.3	73.4	13.9	6.7	.4	48033	42749	6096	57	93	207
Total 1929	14	1319	189	396	249	3	1604	483	67	10	3.8				.4	44023	39450	6484	57	101	2792
Total 1927	19	1482	53	297	271											33776	29413				2022

TABLE III (Continued)

STATE	TEACHING LOAD							No. of Schools Employing Librarians								
	No. of Schools With Pupil-Teacher Ratio		No. of Teachers Teaching Classes per Day				No. of Teachers Teaching Pupils per Day		Part-Time Teacher Librarian							
			4—	4	5	6	6—	141—150	151 to 160							
21—25	21—25	26 to 30	4—	4	5	6	6—	141—150	151 to 160	Full Time Librarian	No Librarian					
1. Arizona	22	12	3	1	117	101	256	110	11	45	67	93	9	27	2	
2. Arkansas	21	15	27	4	147	74	245	200	13	390	77	50	114	15	46	6
3. Colorado	50	21	21	5	333	425	651	182	5	1191	116	93	196	23	55	19
4. Illinois	146	115	59	30	2074	1994	4314	1477	198	5550	827	784	2896	127	181	42
5. Indiana	27	40	32	9	590	375	1323	911	53	2055	378	295	574	56	46	6
6. Iowa	61	60	26	5	607	508	1220	239	19	1955	253	164	221	35	97	20
7. Kansas	90	58	20	5	457	391	1429	234	15	1804	226	200	296	54	98	21
8. Michigan	45	65	72	29	829	714	2355	1304	166	2734	472	463	1699	97	91	23
9. Minnesota	39	43	28	461	535	1200	310	35	1736	313	194	298	60	30	50	50
10. Missouri	43	51	24	9	503	417	1391	449	12	1407	298	282	695	58	59	10
11. Montana	5	11	16	5	70	103	344	58	14	396	82	68	43	11	19	7
12. Nebraska	53	49	25	3	309	360	670	350	64	1280	177	113	183	15	44	71
13. New Mexico	15	13	7	1	73	71	219	31	5	317	49	18	15	9	22	5
14. North Dakota	29	24	16	2	98	193	225	60	3	467	50	24	38	4	55	12
15. Ohio	78	97	100	32	1129	1051	2825	1847	222	3545	789	823	1917	124	162	21
16. Oklahoma	24	28	44	15	389	173	896	250	15	990	158	138	437	30	66	15
17. South Dakota	27	29	15	1	139	175	342	124	3	625	70	33	55	6	58	8
18. West Virginia	20	40	30	3	211	191	1012	105	1038	212	124	145	40	51	2	2
19. Wisconsin	33	47	44	5	596	588	1672	383	28	2156	423	318	370	55	74	74
20. Wyoming	12	9	8	74	75	266	28	1	277	32	33	42	7	17	5	5
TOTAL	840	827	617	164	9206	8514	22795	8652	882	30301	5947	4284	10327	835	1318	295
Total 1932	1099	790	447	51	9181	9344	23217	7422	599	33299	4809	3567	7775	906	1315	304
Total 1931	1207	770	306	27	8594	9079	22450	6292	507	33435	4788	3101	5741	853	1208	298
Total 1929	1161	773	222	13	7371	8443	20269	5836	416	31908	3552	2585	4422			

THE NEXT STEP¹

A. A. REED

University of Nebraska

MANY and significant changes have taken place in the field of education since March 29, 1895. On that day, representatives of 20 universities and colleges and 16 normal schools, high schools and academies from seven states centering around Chicago met at Northwestern University and formed the North Central Association of Colleges and Secondary Schools. Its purpose was, then as now, "to establish closer relations between the colleges and the secondary schools of the North Central States." The movement was in response to a petition from the Michigan Schoolmasters' Club, a group of workers in the field of secondary education. The occasion was a felt need of a forum where those responsible for the administration of secondary schools might meet on a plane of equality with the representatives of colleges to consider the many and perplexing problems that were arising because of the sudden and great increase in attendance in both colleges and secondary schools of the region.

Two similar organizations were then in existence, one in the New England states, organized ten years earlier, and one in the Middle States and Maryland, with a record of five years of activity. Both were proving so helpful that there came a demand for similar aid. As a result two organizations came into being at about the same time, one in the North Central states, and the other in the Southern states. Be it noted that this was not an attempt of college domina-

tion over high schools, but a request for aid by the high schools, under conditions where each by cooperating could with dignity help the other. A spirit of true democracy pervaded the entire movement.

In order to understand the exact change that has taken place, a brief historical sketch is necessary.

The evolution of the systems of higher and secondary education in the region east of the Ohio had been quite different from that which was operating from Ohio westward. Colonists that settled several of the thirteen original states had been welded for a time into homogeneous groups by strong religious interests. Especially was this true of Massachusetts Bay Colony, that group most dominant in inter-colonial affairs. In order to safeguard its religious ideals, this church-colony in 1636 voted four hundred pounds, practically half of its hard-earned public tax funds, to found Harvard College, "that the light of learning might not go out, nor the study of God's word perish." The passage of a law by this group in 1642 compelling parents and masters to instruct their children and wards in certain fundamental educational concepts, was the initial movement that opened the way to compulsory school attendance in later days. The "Old Deluder" law five years later tried to circumvent the wiles of Satan by requiring every town having a hundred householders to employ a master to instruct the children in the languages, to safeguard the translation of the scriptures. This laid the foundation for secondary education in America.

¹This is the presidential address delivered at the Annual Meeting of the Association in Chicago April 22, 1933.—THE EDITOR.

When Massachusetts Bay established her college and surrounded it by grammar schools, the problem of the articulation of the college and the preparatory school arose for the first time in America. It was solved very simply and satisfactorily. The basis, following English precedent, was that of an examination. The college course was a distinct entity, part of which belonged to the secondary school and part to the college. The subject-matter was graded, and had a definite sequence. The entering student must show fitness to take up the work of the college at the lowest point of college organization. Hence, the regulation, "When any Scholar is able to understand Tully, or such like classical Latine Author *extempore*, and make and speak true Latine in Verse and Prose, *suo ut aiunt Marte*; and decline perfectly Paradigm's of *Nounes* and *Verbes* in the Greek tongue: Let him then and not before be capable of admission into the Colledge." In later days, students who showed proficiency because of the work of some of the better preparatory schools were admitted by examination to the second year of the college. When Yale and other colleges came into being later, they followed naturally the precedent set by Harvard. They represented institutions separate from the secondary schools, and the examination basis was the logical means of articulation. The same plan in its essential features has held the most prominent place down to the present day in the territory of New England and the Middle States.

In that long period of time while education as a function of the church was passing over in public consciousness to become fundamentally a state function, there was retained the idea that all forms of education can safely be a church or a private responsibility when proper coordination is established. Especially in secondary and higher levels, great and

most valuable contributions have been and are being made to education by religious and private foundations.

Another principle emerged out of the laboratory of human experience of two hundred years in which the material for the Constitution of the United States was being evolved by process of trial and error, one which was destined to exert a most significant influence. That is the right of the group to devote lands owned in common to the welfare of the group, including provisions for education. This arose first at Boston, when Deer Island and other islands were given over to the support of the school. Dorchester tried to set aside the rent from "Thomsons Island" forever for the maintenance of a school. Rhode Island donated land for school use. Similar grants were made in other colonies. Massachusetts later made academies quasi-public institutions, providing grants of public land for their support.

When the time came to consider the settlement of the Northwest Territory, that vast extent of valuable land, the control of which for a time threatened the very life of the young nation, Congress, in 1787, announced a principle that should be cast in lifeless bronze and be placed in every school building in America: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

When the Ohio Company was negotiating for the purchase of the tract of land to form the first settlement of the new North-West, it was the vision of one man, Manasseh Cutler, who at great effort secured in the grant a provision for setting aside two townships of land for a state university. This was the beginning of the land endowment of state universities. Similar grants were made later to every state in the region west of Ohio.

At the opening of the Civil War, Congress passed as a war measure, the Morrill Act, which gave to all states, old and new, 30,000 acres of land, or its equivalent in value, for every member of Congress. The land so granted constituted a vast tract one-third the size of Indiana. In many states, this additional source of revenue went to the state university. The Morrill Act was followed by supplemental laws that added greatly to the income of these state universities that were benefiting from the Morrill Act. Many state universities on account of the lack of high schools found it necessary to establish preparatory departments, thus including both higher and secondary education in the same system.

In the frontier days, in all sections of America, much of the responsibility for college education was assumed by the church as a part of its logical missionary development. In most cases, secondary education was provided either by a system of academies, or by preparatory departments in the colleges themselves.

There was really no problem of articulation in those situations where the college and the preparatory school were part of the same institution or of the same church system. It was the rise of the public high school as a rival of both the academy and the preparatory departments of colleges and state universities that created this acute problem.

It remained for the great state of Michigan to offer a new basis for articulating colleges and secondary schools. In territorial days, Michigan had at first established the French system of educational organization. The Catholepistemiad of Michigania was founded in 1817, providing for the organization and control of the entire public school system of the territory by this agency. Later this was changed by giving to the University of Michigan control of merely the University and a system of branch prepara-

tory schools. The organization of the branches preceded that of the University. In the course of time, due to the fact that communities will not permit a rival community to carry on at state expense an institution of a grade which they themselves can aspire to have, the branches were closed, leaving the University of Michigan the only state university without a preparatory department or departments.

The famous Kalamazoo Case had established the right of school districts to offer any instruction for which the voters were willing to bear the expense. High schools were springing up on every hand, and the attendance was increasing by leaps and bounds. Michigan, feeling the loss of contact with the source of students due to the closing of the branches, established in 1871 the accredited school system. Other North Central states swung quickly into line, and by 1895 the state universities of the middle west were experimenting with plans for securing a better articulation with the high schools. All that had not already done so were trying to close their preparatory departments and to give all of their efforts to college work. To compensate for their lack of contact with the public through their preparatory departments, they were establishing accredited relations with the secondary schools of their own and neighboring states. This is the background out of which our Association emerged.

Following the precedent of the earlier organizations, the North Central Association of Colleges and Secondary Schools at first set up a forum for the discussion of the mutual problems of both types of institutions. Membership was by institutions, in the main, with an equal number of each type. When exact equality could not be maintained otherwise, individuals of outstanding recognition were admitted to membership in such

numbers as would retain practical equality as between the two types of institutions.

In the early days of the Association, there was a battle royal over a series of resolutions defining the organization of the field of education. The one that caused the most heat read: "Resolved, That in every secondary school and college as far as the end of the sophomore year, the study of language and the study of mathematics should be predominately and continuously pursued; that the study of English, including grammar, rhetoric, and composition, should continue throughout every course; that two languages besides English should be studied; and that no other studies should be allowed to interfere with the pre-eminence of the studies here designated."

The period of time was just after the appearance of the Report of the Committee of Ten, that epoch-making publication that first brought together a suggestion of curriculum construction nation-wide in its nature. Although this report contained much of good, it nevertheless proposed to establish firmly a program of studies that now seems narrow and rigid, from this point of perspective. Thus, the so-called "English" curriculum provided for four years of a foreign language. Nine years were given to three foreign languages at the other extreme, as arranged for the classical group. The resolution before the Association went even beyond the extreme classical spirit of the Report of the Committee of Ten by giving so great a proportion of time and so serious a weight of emphasis to but three elements: foreign language, mathematics, and formal English. This was true, not only in secondary schools, but also in higher institutions, for it carried the same type of program through the first two years of the college.

The resolution found warm defenders among the college men. It was assailed

vigorously by some college men, and especially by leaders from the high schools. Such was the division of sentiment that it was necessary to postpone for a year the consideration of the resolution as well as a liberal substitute that was offered. Supt. A. F. Nightingale in charge of Chicago high schools, proposed the substitute, and led the opposition to the original resolution. Among other things he said, "This is the very climax of scholastic sectarianism, the baldest, boldest claim of a decade for a narrow, one-sided fetish education. . . . Whoever attempts to fasten these traditional subjects upon all our secondary school will meet with ignominious failure."

After a long and vigorous discussion the second year, the Association adopted the substitute resolution offered by Superintendent Nightingale, which provided for the recognition of the place of the natural sciences and the social sciences, and which authorized enough elasticity to care for the individual capacities of the students. Out of such discussions the workers in both higher and secondary education came to understand better the problems and ideals of each, to the distinct advantage of both groups.

The change from a debating society to a great accrediting and standardizing agency came about by a perfectly natural evolutionary process.

The Constitution of the United States had left education to the individual states, without any element of federal direction or control. The same system of land grants that gave to each new state carved out of the public domain from Ohio to the Pacific states land for the founding of state universities, had also set aside one or more sections in every township, as well as other sources of revenue, for the common schools. This promising endowment gave a great impetus to the sale of the land and the settlement of the West. It helped to sup-

ply a splendid type of citizenry that swept across the vast frontier, transforming it into great commonwealths that soon made America one of the marvels of the world in civic progress. Common schools came to include high schools, which sprang up like mushrooms, both in number and in quality. Colleges, at least in name, arose on every hand. Every promising village and ambitious city sought to be a center of learning. States were working out more or less internal unity by the accredited systems of the state universities and the cooperation of colleges within the states. The ever increasing attendance both in secondary schools and in college was bringing an insistent demand for some better means of coordinating the work of the states so as to make the transfer of credits on both higher and secondary level less difficult and expensive than was then possible. Democracy found a way by the sensible cooperation of the two types of institutions in regional groups.

The first decade of the Association was spent in trying to define a college and a secondary school. Much progress was made in the secondary field. The definition of a college was more difficult to achieve. However, much of helpfulness came to both fields of education from the discussion of organization and administration, and from a study of college entrance requirements. The basis of articulation came in for much earnest study and discussion. The examination system, then as now so prominent in eastern states, received serious consideration. There was a full presentation of the plan of affiliated institutions, then being followed by the University of Chicago. The weight of opinion, however, both in colleges and in secondary schools was in favor of the accredited system.

In 1901 were presented two papers that made a profound impression upon the Association. One was by Dr. A. Ross

Hill, of the University of Nebraska, who set forth the desirability and the mutual advantages of conditions under which the high schools and the colleges would work in cooperation rather than by the dictation by one and the acquiescence of the other. In his own state, Nebraska, the system of accredited schools had been established in 1884 by joint action of the State Department of Public Instruction, the University of Nebraska, and the Nebraska Principals' Association. The curriculum materials for the schools were being worked out very satisfactorily by committees from the University and the high schools.

The other paper was by Dean S. A. Forbes, of the University of Illinois, who advocated the federation of the North Central Association colleges and universities so as to secure essentially uniform, or at least equivalent, college entrance requirements. A committee was appointed to study the entire problem. This committee recommended the establishing of a Commission on Accredited Schools consisting of an equal number of members from colleges and secondary schools, to have general charge of plans for articulating the two types of institutions. This was the beginning of the plan for setting up permanent working bodies of the Association which has been responsible for the success of the organization.

The Commission on Accredited Schools was given an element of permanence by having the members elected for a term of three years, one-third each year. It organized three principle committees, one on Unit Courses of Study, which in 1915 was expanded into the Commission on Unit Courses and Curricula, one on High School Inspection, which came to be known as the Board of Inspectors, and one College Credit for High School Work.

The Committee on College Credit for High School Work represented a feeling

to which much expression was given in the early period of the Association: that one way of providing for individual differences (it was called individual capacities in those primitive days) was to shorten the time of the college level by encouraging the better students to apply for college credit for part of the high school course. This committee was appointed to help out uniform plans for such practice. Not much progress was made in this direction, at that time. We find the point of emphasis changed to-day in the experimentation that has been in progress for several years under the direction of the Association, such as the experiments that President Wood has been conducting at Stevens College and elsewhere, the Cornell College, the Kansas City, the Tulsa, and similar experiments. This original committee soon ceased to function.

The Committee on Unit Courses of Study in 1902 reported definitions of unit courses in English, mathematics, history, Latin, Greek, French, German, Spanish, physics, physical geography, botany, and biology. Additional units were reported at intervals, and revisions were made from time to time. The reports were of considerable value in improving instruction in the subject matter of the secondary schools of the states in the territory of the Association. The problems of preparing lists of accredited schools became so many and weighty that in 1915 the Committee on Unit Courses of Study was erected into a commission, designated as the Commission on Unit Courses and Curricula. It was to consist of 12 secondary and 12 college members, elected for a term of three years, one-third each year, to carry forward upon a more permanent basis the curriculum studies with which it had formerly been charged as a committee of the Commission on Accredited Schools. This organization has had a most satisfactory

experience and has contributed in a remarkable degree to the stimulation of scientific curriculum study. It has developed a philosophy of curriculum organization. It has explored practically every field of study in the secondary school. Courses, both quantitative and qualitative, have been constructed in keeping with established philosophy. These have been submitted to careful tests in selected schools, and they have been revised in accordance with the field studies. The Association has recently published the results of twelve years of effort by this Commission, in a book of nineteen chapters entitled *High School Curriculum Reorganization*. This publication alone would justify the existence of our Association.

The Committee on High School Inspection came to be known as the Board of Inspectors. This was the most active committee of the Commission, and for a time held the center of interest in the Association because of the rapid increase in membership in this field of the organization. This committee recommended a set of simple standards, based upon the intuitive judgment of the workers in the field of secondary education.

They included: (1) the teacher should have the equivalence of a college degree; (2) that the laboratory and library facilities be adequate to the needs of instruction in the subjects taught; (3) that the esprit de corp, the efficiency of instruction, the acquired habits of thought and study, and the general intellectual and ethical tone of the school should be considered as of paramount importance, these to be determined by rigid, thoroughgoing, sympathetic inspection. There was a recommendation that the number of daily periods of classroom instruction should not exceed five, each to be forty minutes in the clear. These were the simple standards of the first plans for accrediting by the Association. The board

laid down, also, certain regulations as follows: (1) No school would be considered without the submission of definite written or printed facts related to its program of activities. (2) No classroom teacher was to instruct for more than six periods a day. (3) An abnormal number of pupils per teacher based on enrollment could not exceed thirty. (4) No school will be considered whose teaching force consisted of fewer than five teachers exclusive of the superintendent.

They included the generally recognized standards of approximately thirty in the classroom, college degree preparation, equipment, laboratory and physical equipment, a library sufficient for the needs of the school, and a few similar ideals, but, more important, the principle that no school was to be accredited without the preparation of a technical, carefully prepared, written report and after thorough, sympathetic inspection.

With these simple standards, considered in the main recommendations to serve as the basis for study and future action, the Association in 1904 prepared and published its first list of accredited schools, consisting of 158 schools in 10 states. The list for the current year contains 2522 secondary schools in 20 states.

At the time of the general revision of the Constitution in 1915, the Commission on Accredited Schools, then designated as the Commission on Secondary Schools, gave up all of its powers relating to the curriculum, which had been taken over by the newly established Commission on Unit Courses and Curricula. The size was increased to 78, 40 *ex-officio* members and 38 members elected by the Association for terms of three years, one-third annually. Each state has a committee known as the State Committee, consisting of the inspector of high schools for the state university and for the state department of public instruction, and a high school principal. A city superintendent

is elected as an advisory member. Eighteen additional members represent the Association.

From time to time the Commission made studies of the effects of standards and regulations and reported to the Association for adoption or rejection such recommendations modifying existing practices and providing for new forms of procedure as conditions seemed to warrant. In view of the rapidly increasing number of high schools and the practical impossibility for many schools to have representation at the meetings of the Association, there was early adopted a plan for submitting to the secondary schools all important changes in standards and all proposed new standards for a mail vote of the member institutions. Thus there has always been practical and effective participation by high school principals in all actions affecting their schools. This affords a fine example of representative democracy in the field of education.

In course of time, several standards were added to the list. Among these was one regarding the hygienic condition of school buildings; that the school plant be adequate for the number of students enrolled and the program of studies offered; that the library be easily accessible and the books classified and cataloged; that the teachers have a reasonable minimum of professional training; that new teachers of academic subjects teach only in those fields in which they had made adequate preparation, the amount of which preparation was specified; that no class exceed thirty pupils; that the pupil load come under certain reasonable regulations; and that athletics take a place of subordination to the educational administration of the school.

In 1919 a standard was adopted concerning the salary of the teachers. This standard is as follows: "No school shall hereafter be accredited whose salary

schedule is not sufficient to command and retain teachers whose qualifications are such as required by this Association. The interpretation of this requirement shall be a matter of special responsibility for the State Commission."

You will recall that one of the effects of the World War and of the post-war period was a sudden and unparalleled increase in wages and salaries in most business and professional lines. Those professions and occupations that were upon a civil salary list suffered beyond power to describe. Many teachers were forced to go into other lines of work as a matter of self defense and in justice to their personal and family interests. Our Association and many similar organizations and welfare groups endeavored to call public attention to the serious effects of the relatively low salaries of teachers. Studies were made that gathered specific information bearing on the problem. This standard concerning teachers' salaries was one means by which the Association tried to render a service to the schools and to the general public in correcting the evils of this situation.

In 1921 and 1922 the Association adopted a resolution, which was given prominence in its publication as follows: "Resolved, That it is the opinion of the North Central Commission on Secondary Schools, that (a) it is unalterably opposed to the lowering of the standards for teachers in North Central high schools, (b) the only way these standards can be maintained is through an adequate increase in salaries, and (c) an increase of at least 100 per cent over the high school salary base of 1914-15 is imperative at this time."

This resolution, which had a most commendable purpose at the time it was adopted, has been broadcast out of its setting throughout the territory of the North Central Association during the past year as evidence of an improper

and dangerous activity, and has been used as a means of inflaming the minds of distressed farmers toward an organization which has had no detrimental relation to tax conditions in rural or other communities. This action has been represented as characteristic of the present general activities of the Association. All who are familiar with our proceedings know that this question has not been before the Association since that time. Each year information has been gathered and reported in the Commission regarding trends in salaries. There is no evidence that any of the state committees which are charged with the consideration of this standard as a local problem, have ever used this information in any but the broadest and most reasonable manner. The charge has been made that our Association is in effect a labor union organized to control and increase the salaries of its members. It should be realized that labor unions are individual. Our Association is institutional, and has no active individual members. The only concern of the Association with respect to salaries is that of discovering the broad principles affecting service and compensation as applied to education. A parallel could be established by comparing its study of salaries with a similar study which might be made by a group of personnel directors considering the welfare of a business organization having many plants.

Wide-spread confusion has existed as to standards concerning class size and pupil-teacher ratio. In the earlier days of the Association, there was for a few years a standard limiting class size to 30 pupils. This standard has not appeared in the records since 1917. School administrators or critics who have applied the number thirty to class size since that date have not understood the exact meaning of the standard.

In the course of time, objections arose

concerning our standards affecting the teaching load. Some of the large city high schools having an average attendance of more than 30 pupils per teacher began to claim that their graduates who carried instruction in classes with more than thirty members under teachers having more than 150 daily student-recitations, and teaching more than six periods a day, were doing work in college comparing favorably with the work of students from schools that observed our standards most religiously. Accordingly, the Commission on Secondary Schools made a series of studies in order to determine the validity of the standards on the size of the class and the teaching load.

I am reminded of the case of a friend of mine sitting in the lobby of a hotel the other day, watching a couple of deaf mutes talking in the manual language. As they talked along they would do this every little while (extending their right arm and hand at a 150 degree angle). This friend, who could read the language, finally interrupted and said, "I can read all you say except this peculiar sign. What does that mean?"

One of the men said, "Oh that is that new slang, 'Oyeah!'"

Some of these sons of wild jackasses began to make that sign when we said, "Thirty in a class, one hundred and fifty daily student-recitations." So our Association put itself to work trying to determine the validity of some of these standards.

The last of these studies was completed in 1923 under the direction of Dr. C. O. Davis of the University of Michigan. It is published in the Proceedings of 1923. These careful investigations disproved the validity of the standards involved. They indicated that class size, the number of student recitations, and the number of periods a day, are but three of many factors that go to make up the teaching

load. Accordingly, the standards were gradually modified, beginning in 1924. In 1928, three of the factors concerned, the pupil-teacher ratio, the number of classes taught by the teacher, the number of student hours per teacher, were transferred from the list of standards to the group of recommendations, which are merely guiding principles suggested in the interests of improvement of secondary education, to have no more weight than the judgment of the local school authorities may determine.

The standard on the teaching load, which fixed an average enrollment of thirty pupils per teacher as a maximum, was modified in 1924 and 1928 because of these studies. Now the number of actual teachers is determined by combining with classroom teachers the principal, vice-principals, study hall teachers, vocational advisors, librarians, and other supervisory officers as teachers for such portion of their time as they devote to the management of their high school. In addition, one-half of the time of clerks that aid in the administration of the high school may be counted in securing the total teaching force to be used in determining the pupil-teacher ratio. With this interpretation of the teaching load, few well organized schools have difficulty in meeting this standard.

However, it is not the intention of the Association to permit standards to work a hardship upon communities at any time, and especially during this period of great economic stress. At the meeting of the Association in March, 1932, it was agreed and officially announced that schools having but this one deficiency would have a most liberal consideration by the Commission on Secondary Schools. Moreover, the Executive Committee at its meeting last November voted that no institution would be penalized for the violation of any standard because of conditions due

wholly to the present economic situation. The Association is not impersonal, although it is institutional. It is but the organization of all member-institutions and so is fully conscious of local problems. It is making, and will continue to make, such adjustments and modifications in the interpretation of standards as will serve the best interests of the schools whether in times of prosperity or of adversity.

Soon after the beginning of the junior high school movement, the Commission on Secondary Schools appointed a standing committee to study and report upon the progress of that emerging organization. This Committee year by year gathered and disseminated a wealth of information concerning the movement. Early in the study, it set up a series of standards for accrediting junior high schools. At one time the Committee went so far as to collect and report upon a list of approved junior high schools. However, there gradually came a belief that it would not be helpful to standardize junior high schools, at least not until there had been such experimentation and determination of principles as would make the form of the organization such as would most surely serve the desirable purposes of the school. The Committee finally decided that the Association could render to the movement the best assistance by a policy of watchful waiting, doing nothing that might too soon fix the organization into definite patterns.

This Committee rendered a great service to both the junior high school and the senior high school by the Pickell Report in 1923. This report recommended that all colleges provide an alternate set of entrance requirements based upon twelve units completed in grades ten, eleven, and twelve, consisting of a major, three units, and two minors of two units each, together with five elective units.

This report was finally adopted by the Association and was recommended to the member-institutions for adoption by them. This was the beginning of a movement that is relieving the junior high school of the necessity of taking into consideration college entrance requirements. It leaves this school period free for such organization of subject matter as may serve best that peculiar and trying time in the life of the child. It makes the junior high school an exploratory institution. It provides for all adjustments affecting college entrance purposes within the period of the senior high school, as required by the ideals of reorganized secondary education.

In 1927 two committees were appointed to carry farther the ideals and purposes of the Pickell Report. One committee, appointed by the Commission on Institutions of Higher Education, undertook to secure general compliance on the part of the colleges and other higher member-institutions with the recommendation of the Association regarding an alternative plan of admission. The report of this committee as amended by the Commission on Institutions of Higher Education made the following recommendation:

PLAN I.—Recognizing that there is need of an immediate means of adjustment during the transitional period, as an alternative plan of admission to the present plan of admission from a four-year high school, your committee recommends that the colleges and universities of the North Central Association accept twelve units completed in the senior high schools, provided that the subjects taken in the senior high schools, together with the work done in the junior high schools, satisfy the subject requirements for the particular college or university. This action is not intended to make restrictions on the junior high school, and does not require detailed reports from

the junior high school in subject matter below the tenth grade.

This recommendation meant that colleges were to accept pupils from the senior high schools on a basis that met their entrance requirements provided the work in both the senior high school and junior high school met those requirements. It also provided that the transfer of the record from a junior high school to the senior high school need not be in definite terms.

This was a great relief in itself to every senior high school. The Committee reported that 80 per cent of the colleges were willing to make that adjustment.

A committee appointed by the general Association to report a plan for the re-statement of entrance requirements of all types of colleges in terms of the senior high school reported as follows:

PLAN II.—As a plan for the re-statement of entrance requirements in terms of the senior high school for different types of liberal arts colleges, technical schools, and professional schools, the following principles are recommended:

1. Full admission to be based upon eleven or twelve units completed in grades X, XI, and XII. Where state laws or regulations of standardizing agencies prescribe fifteen units, a college may accept three units from the junior high school properly certified by a senior high school without details.

2. Of the eleven or twelve units accepted for admission, not to exceed three to be non-academic. The academic units to consist of a major (three units) and two minors (two units each), or of four minors.

3. English to be either a major or a minor, each college to specify the other elements of the majors and minors, leaving the other units optional within the limits provided for academic and non-academic units.

4. Academic units to be defined as English, foreign languages, mathematics, natural sciences, and social sciences.

5. A major in foreign languages may consist of a year of one language and two years of another, but a minor must be a single language.

6. A unit of foreign language and a unit of mathematics may be accepted from work carried below grade X as a part of a major or a minor, in such instances the total credits earned in grades X to XII not to be fewer than 11 units. In reporting these credits, it shall not be necessary to certify a grade for the work carried below grade X, the completion of the higher unit being sufficient to validate the credit for the work carried below grade X.

This committee reported a plan based upon the Pickell report, the same general principles, but added a contribution of this nature: that in determining the relation of the work in the junior high school to the senior high school, any work in beginning language and beginning mathematics in the junior high school might be used to complete a major or a minor for the senior high school but not to count among the units required for admission to college. This proposal again make unnecessary the transfer of the junior high school record to the senior high school but accepted the completion of a unit of consecutive work in the senior high school as sufficient to validate the work carried in the junior high school.

After a careful consideration of the two reports, the Association unanimously adopted the two reports combined into one, Part I to serve for the period of transition, Part II representing the ideal toward which the member-institutions should move. Paragraph 6 of Part II of this report contributed to the Pickell Report a new principle that coordinates the work of eight-four and six-three-

three schools within the same territory, and that makes it possible to carry on the work of both types of school side by side without forcing beginning foreign languages and beginning algebra into grade ten as a matter of convenience unless or until such subjects find their place there by a natural evolutionary process.

In March, 1931, Superintendent W. E. Tower, in charge of senior high schools in Chicago, made an earnest plea to the Association to help relieve the city, beset by financial burdens, of the unnecessary expense of following up and reporting entrance credits earned in junior high schools, and that curriculum adjustments in the senior high schools be made less complex (with an attendant economy of both finances and educational energy) by the elimination from college entrance requirements of all elements that do not function as prerequisites to specific courses of the freshman year in the respective colleges. Every cent thus spent in unnecessary overhead was reducing the funds available for instruction.

The Association appointed a committee to report progress and to encourage compliance with the former recommendations of the Association in 1927 touching this subject.

This committee reported at the meeting in March, 1932, that 77 per cent of all colleges in the Association and that 58 per cent of 503 colleges in the United States reporting are willing to follow one or the other of the recommended plans. Thirty-six per cent of the colleges of the Association will admit students upon Plan II, which is the ideal toward which member institutions have been asked to move. This study brought out the fact that many institutions are willing to follow one of the other of the plans which have not announced the fact officially in their publications. The Association should continue by every appropriate

means to bring this important question before our institutions of higher education. It is generally recognized that, except in the case of subjects which have a definite sequential relationship that carries over from the high school to the freshman course in college, there is no reason for prescribing specific subjects for admission to college. This matter could be adjusted easily, since it has been shown by a study presented Thursday evening by Dr. G. W. Rosenlof at the joint meeting of the American Association of Collegiate Registrars and the North Central Association of Colleges and Secondary Schools, the results of which will be reported on our afternoon program today, 85 per cent of some 235 deans replying to the questionnaire indicated a willingness to make such adjustments of freshman college work as to remove any occasion that may still remain which would prevent high school graduates from entering college classes in the natural and social sciences without specific high school prerequisites.

We must admit that we are far short of realizing the ideals set forth by Dean Forbes, of the University of Illinois, in the third of a century since he urged the federation of the colleges and universities of the North Central Association so as to secure essentially uniform, or at least equivalent, college entrance requirements. Plan II as set forth in the unanimous recommendation of our Association in 1927 would accomplish this most desirable purpose. It would not make it any easier to enter college, but it would remove mere hurdles that have no educational significance. There can be no denying the charge that the cost of education, both public and private, is greatly increased by the necessity of maintaining classes below the size of reasonable economy, due to the lack of agreement on the part of higher institutions of learning as to the subjects es-

sential to college entrance. There is an even greater educational loss. Schools make their curricular plans more to provide prescribed college entrance units than to offer the subjects which the small and medium-sized schools can teach to the best advantage from faculty, pupil, and equipment conditions. Our educational system is especially vulnerable at this point. In a time like this, when both higher and secondary education are being felt as a serious economic load upon all, whether patrons of public or private foundations, we should not permit the enemies of education to attack a position that could be so easily strengthened and made invulnerable.

One of the first problems studied by the Association was the definition of a college. An inducement that had been held before many groups of colonists from Ohio westward had been the promise of ample provision for education. Territories and young states had granted charters for colleges with lavish hands. All too frequently, such grants were of prime importance as a land site attraction to aid in the sale of town lots. In my own state of Nebraska a score of charters for colleges and universities were granted in territorial days, not one of which institutions survives today. There were four territorial institutions called "the University of Nebraska" before the state itself chartered a real state university. The trail of the western pioneer is strewn with wrecks of abandoned colleges and universities.

For several years the Association struggled with the problem of arriving at an acceptable definition of a college. The most that could be accepted was the affirmative principle that a standard college must require fifteen units for admission, and the negative principle that a standard college must not grant the degree of doctor of philosophy or doctor of science without at least two years of

resident graduate credit. After reaching these conclusions, no progress was made for several years. In fact, a committee appointed in 1903 to study the problem reported:

"It has been suggested that the committee draw up what might be called a list of accredited colleges coordinate with the list of accredited schools. The committee is loath to make such a classification. The attempt is beset by serious difficulties."

During this time the Association contented itself with trying to secure legislation in the different states regarding college charters. Even this effort was abandoned after a time, partially because of the difficulty of securing action, and partly because of a realization of the fact that nearly all charters necessary for the educational needs of the states had already been granted.

The ease with which charters for colleges can be secured even today is one of the scandals of American educational experience. There has been but little remedial legislation by the states. Most charters are perpetual. In 33 states there is no supervision or direction of any kind over chartered colleges. In 32 states there is no provision for revoking a charter, no matter how the holders may betray their trust. Only 6 states require any property or any endowment. But 3 states set any entrance requirements. Only 6 states have any provision as to the length of the course. In many states the granting of a charter is a mere clerical act without scrutiny as to the appropriateness of the circumstances. A university president once complained in a meeting of this Association that in his state, as in others, any three of his janitors could incorporate by merely signing the application for a charter. Without having any faculty, they could then grant as valid degrees as could his own university. There is a record of one board of trustees

that met, granted a series of honorary degrees to themselves and friends, and never held a meeting thereafter. Some of these dubious charters made appearances in foreign lands, and were used as a basis for a traffic in degrees. It is not strange that an amount of contempt was arising in those states where there were proper regulations as well as in foreign lands that safeguard the value of their own degrees.

In spite of the serious reasons calling for some plan of standardization of colleges, the member-institutions seemed reluctant to take the necessary steps. The United States Bureau of Education secured the services of one of the best qualified students of higher education in America and at great painstaking prepared what was believed to be a fair list of accredited institutions of higher education. Some of the contents of the list leaked out in advance. Political pressure was brought to bear on the matter. The report of accredited colleges never made its appearance.

A few persistent members of the Association kept urging the preparation of a list of accredited colleges and universities. Most faithful among these was Director G. N. Carmen, of the Lewis Institute.

Pressure was even brought to bear upon the situation by high school principals, who threatened to prepare a list themselves unless the colleges cooperated in the enterprise. After a few false starts, the Association succeeded in presenting a list of accredited colleges in 1913.

The first plan for accrediting colleges, was worked out mainly by the influence of President George E. MacLean of the University of Iowa, and which contributed a new principle to college administration, proved to have two serious defects. The inspection in each state was made by a committee of three consisting of the university inspector of accredited

schools, a college dean, and a superintendent of city schools, appointed by the Association. No funds were provided for the expense of inspection. It soon became evident that state committees, no matter how fair they tried to be, could not without embarrassment, inspect institutions within their own state. In 1915, on the complete reorganization of the Association, a Commission on Institutions of Higher Education was established, consisting of thirty representatives of higher education and eighteen representatives of the secondary schools, the members to serve for three years, one-third being elected each year. This Commission completely modified the plans for accrediting colleges and set up a system that has met with marked success. There was much discussion of the desirability of determining, if possible, qualitative standards that would measure the results of the educational efforts. Because of the value of such standards, if discovered, and on account of the recognition that the Association had secured for the effectiveness of its scientific effort in the field of education, the General Education Board underwrote the expense to the Association for an exhaustive study covering a period of five years, which would have for its purpose the determination of standards that would transfer the emphasis more to the quality of instruction than do existing standards.

So satisfactory has been the progress of the study, that the Commission, sensing the bearing of the new type of standard upon the present economic needs, speeded up the study, and prepared a tentative list of standards. These standards have been tried to a limited extent this year.

The validity and practicability will be further tested during the next year. If they prove satisfactory, they will represent a contribution that will more than

justify two score years of loyal voluntary service by the several thousand educational workers of the middle west who have contributed to this organization the best efforts of their lives.

It is obvious that the Association cannot successfully administer qualitative standards in the field of higher education without also studying the bearing of the principles involved upon the work of the secondary schools. The Commission on Secondary Education has been conscious of this fact. It is taking steps to make the adjustments for which the situation calls. It is formulating plans and setting up an organization which will make a scientific study appropriate under the present conditions. It does not follow that the same standards which can be used in higher education, or even their parallel, can be applied to the field of secondary education. The problems are much more complex. The number of institutions involved increases the difficulty. The proximity of the schools to the public constitutes a most serious problem. The study will involve a great outlay of time and energy, with the attendant expense. The public must not be asked to meet this expense. The value of such a study, no matter what the findings may be, is so great, and the determination of the principles involved so insistent that it should be possible to interest some educational foundation in sponsoring this most valuable undertaking.

It is logical and consistent that the North Central Association now take another step that will make for definite progress in our efforts "to establish closer relations between the secondary schools and the institutions of higher education." The preparation of lists of accredited institutions was a natural step in this process because of the evolution of education in the states from Ohio westward. Admission to college by ac-

creditation rather than by subject-matter examinations was consistent with the conditions under which the secondary schools were established in our territory. The further continued study of college entrance requirements and of all phases of articulation as between higher and secondary institutions is perhaps the best way of overcoming the lack of coordination within states, due to the existence of institutions working side by side, only part of which are under public control. In the absence of federal laws, coordination between state systems can be secured only through the cooperation of the institutions themselves. This cooperation has resulted in the preparation of reasonably acceptable standards in both fields. Quantitative standards, which measure the machinery of operation, were necessarily developed first. They have certain serious limitations, to the correction of which our Association is committed by the efforts thus far made in setting up qualitative standards—standards which change the emphasis from the machinery for instruction to the products of instruction.

The Commission on Secondary Schools has prepared a recommendation that will come before the Association this afternoon, which asks for approval of the initial plans for an intensive study extending over a term of years to include every phase of the problem of articulation of the secondary school and the college. It calls for a complete revision of the standards of accreditation, with such change to qualitative measurements as may possibly grow out of the ever-increasing scientific study of the field of education. This is logically our next step. I earnestly recommend this step to you as worthy of the faithful efforts and splendid achievements of thirty-eight years of sacrificial labor by this great and helpful democracy in education.

GARY PLAN FOR CHECKING PERSONAL ATTRIBUTES¹

CHARLES S. COONS

Principal of Froebel School, Gary, Indiana

TEACHERS should give as much thought to the checking of the personal attributes of pupils as they do to the giving of scholastic marks, because the latter do not tell all of the story. In fact, the things they do not tell may be of more importance than what they do tell. Class room teachers are more and more realizing their responsibility for taking notice of behavior habits and the bearing of these on each citizen in the making. But they have not had a system for checking these personal behavior attributes, which is convenient, cumulative, collective and dependable.

The principal is called upon, more and more, to fill out questionnaires, coming from colleges and employers of labor, pertaining to the personal attributes of high school graduates. In order that he may do this intelligently, he must depend largely, for this information, upon teachers who have had ample opportunities for observing the reactions of pupils through classroom, shop and play ground activities.

During the year 1931-32, the Committee on Standard Forms, appointed by the North Central Association of Colleges and Secondary Schools, worked out a Personal Rating Card. The report of this committee, together with the suggested personal rating scale, was published, March, 1932, in bulletin number forty of this Association.

I shall incorporate a part of the find-

ings of this committee in my discussion, because of its bearing on the personal rating plan we have been using at Gary for the past fifteen years.

"During the past year this committee has sponsored an investigation which was prompted by the increase in the number of requests for information of a personal nature about graduates and former students of our secondary schools. More and more are colleges and prospective employers asking us for information about character and personality traits, work habits, social attitudes, and the physical conditions of our former students. The variety of forms in which these inquiries have come have impressed us with the fact that we need to standardize the kinds of personal information which we gather and record so that our records will contain the data which are needed to answer such inquiries. Furthermore, we hope that the existence of certain standard information in our records will tend to standardize the forms of the inquiries."

"In order to find out what the high schools, colleges, and industrial concerns desire in the way of personal information, the committee sent out a request for material to 137 high schools, 147 colleges and universities, and 100 industrial and commercial concerns."

A tabulation of this material showed a demand from these organizations for information on personal attributes in the order listed: (1) leadership, (2) intelligence, (3) propriety, (4) cooperation, (5) industry, (6) health, (7) dependability, (8) sociability, (9) honesty, (10) appearance, (11) exactness, (12)

¹A paper read before the Commission on Secondary Schools, April 20, 1933. The paper constitutes this year's report of the Committee on College Entrance and Personnel Blanks, whose chairman is C. G. F. Franzen, University of Indiana.—THE EDITOR.

courtesy, (13) self control, (14) judgment, (15) enthusiasm, (16) promptness, (17) courage, and (18) adaptability.

The committee adopted for their rating scale fourteen of these eighteen attributes, leaving out judgment, enthusiasm, courage, and adaptability.

They arranged these fourteen attributes so that a teacher would have seven choices of checking each attribute, three checkings above and three checkings below the average.

This rating scale as suggested by the committee is as follows:

RATING SCALE OF PERSONAL CHARACTERISTICS

Instructions. In each trait or characteristic, compare the subject to be rated with the average pupil of the same age, then make a small cross somewhere on the line of each trait. Note that the middle of the line represents the average while the ends represent the opposite extremes.

NAME Age Grade.....

BELOW AVERAGE

AVERAGE

ABOVE AVERAGE

1. *Leadership*: The ability to enlist followers or to influence others.
|.....|.....|.....|.....|.....|.....|
2. *Intelligence*: The ability to learn.
|.....|.....|.....|.....|.....|.....|
3. *Propriety*: Regard for moral and social standards.
|.....|.....|.....|.....|.....|.....|
4. *Cooperation*: Ability to work or play well with others.
|.....|.....|.....|.....|.....|.....|
5. *Industry*: The habit of carrying tasks to completion.
|.....|.....|.....|.....|.....|.....|
6. *Physical Vigor*: Energy, Vitality.
|.....|.....|.....|.....|.....|.....|
7. *Dependability*: Regard for duty, habit of keeping agreements or carrying out responsibilities.
|.....|.....|.....|.....|.....|.....|
8. *Sociability*: Ability to mix well and make friends easily.
|.....|.....|.....|.....|.....|.....|
9. *Honesty*: Integrity, truthfulness, sincerity, trustworthiness.
|.....|.....|.....|.....|.....|.....|
10. *Personal Appearance*: Neatness, good taste, personal attractiveness.
|.....|.....|.....|.....|.....|.....|
11. *Exactness*: Accuracy and thoroughness in performing tasks.
|.....|.....|.....|.....|.....|.....|
12. *Courtesy*: Consideration for others, tactfulness.
|.....|.....|.....|.....|.....|.....|
13. *Self-Possession*: Poise, self-control, self-confidence.
|.....|.....|.....|.....|.....|.....|
14. *Promptness*: The habit of punctuality in meeting appointments.
|.....|.....|.....|.....|.....|.....|

GUIDE FOR CHECKING PERSONAL ATTRIBUTES

One copy of this form should be provided each teacher who marks high school pupils. It should be kept with the report sheets and referred to when, at the end of the semester, it is necessary to check the items listed on the right of the subject-matter marks.

These are *outstanding attributes*. *Average attributes* are not listed and cannot be checked, but average pupils are checked in the last column. A pupil may be average as a pupil and he *may also* be outstanding in some particular attributes. But, if a pupil is superior or non-college, we *should expect* several attributes to be checked. Check one of the three last columns first as a guide for checking the personal attributes. Teachers, acting independently, should check these attributes at the end of each semester. It is not expected that teachers will altogether agree in their checkings, because a pupil reacts differently under different conditions and at different times. But if all his teachers *check carefully* his outstanding attributes at the end of each semester, the four years' cumulative record will be the outgrowth of such a variety of situations that it should give a dependable record on which to base a fair judgment of the pupil's general tendencies. This information is needed by the principal in making his recommendations and it should be considered confidential.

BRIGHT—Wide awake, quick to comprehend, excellent thinker.

DULL—Stupid, slow of understanding, poor thinker

VIGOROUS—Full of physical vigor, forceful, energetic

FRAIL—Delicate, weak, infirm, lacking in reserve energy

DEXTEROUS—Apt, skillful, deft, handy

CLUMSY—Awkward, unskillful, bungling, unhandy

RELIABLE—Honest, trustworthy, faithful, dependable.

UNRELIABLE—Dishonest, faithless, undependable.

NEAT—Careful, orderly in work or person

SLIPSHOD—Careless, disorderly in work or person

LEADER—Predominant influence, courageous, independent thinker with initiative

FOLLOWER—Passive, submissive, subservient, easily led.

DILIGENT—Hardworker, industrious

INDOLENT—Lazy, slothful, trifling, inert

CONSIDERATE—Good-mannered, respectful, well bred, pleasing

RUDE—Ill-mannered, disrespectful, offensively blunt

WELL POISED—Self-reliant, self-confident, composed, calm

TIMID—Shy, bashful, shrinking, easily up-set, inferiority complex

AMBITIOUS—Eager for advancement, quick to take opportunities

INDIFFERENT—Unconcerned, inattentive, listless, apathetic, slow to take opportunities

ACCURATE—Oral, written, or manual work accurate

INACCURATE—Oral, written, or manual work inaccurate

PROMPT—Punctual, done at exact time, quick to respond

DILATORY—Tardy, slow to respond, procrastinating

GOOD MIXER—Makes friends easily, well liked

ANTI-SOCIAL—Lonewolf, disliked, hostile

UNWORTHY—Undesirable, bad influence

SUPERIOR—Approximately upper 25%; A and B pupils

NON-COLLEGE—Approximately lower 25%; D and F pupils

AGERAGE—Approximately middle 50%; C pupils

The committee suggests "that copies of this form be used in securing reports from individual teachers at the time the *pupil graduates* or *withdraws from school* and that these reports be consolidated on one card to be kept in the permanent office file."

It is at this point that we break company with the recommendation of the committee. First, because of its inconvenience. It requires that a separate form be made out, and filled out for each pupil by each teacher who has had the pupil at some time during his high school career. In my school this would involve about five thousand separate sheets of paper. If this information is to be accumulated on a single card, the handling of all of these five thousand forms involves considerable unnecessary clerical work. It also puts an unnecessary burden upon the teachers.

Second, it is very difficult for teachers to split hairs in passing judgment on personal attributes. If we can get all teachers to take notice of outstanding attributes, we get all of the information we need, provided the unchecked attributes are considered average.

Third, it is unfair to the teachers and unjust to the pupils to delay the checking of personal attributes until withdrawal or graduation from school. These attributes, if checked at all, should be checked at the end of each semester. In a large school, it would be difficult for a teacher to carry along for four years, dependable sense impressions of a pupil's attributes. Then again, several teachers, who had the pupil as a freshman, may have withdrawn from the faculty by the time of his graduation.

Fourth, the committee suggests that these reports coming from the individual teachers be consolidated on one report card, but it does not tell us how this consolidation is to be accomplished.

Our plan seems to solve these prob-

lems more satisfactorily than the one proposed by the committee.

Our plan does not involve an extra form to be filled out for each pupil. This saves the teacher considerable work, and it does away altogether with the clerical labor involved in handling all of these extra forms.

Our plan does not require teachers to split hairs in passing judgment on personal attributes. In order that only the outstanding attributes may be checked, they have been arranged in pairs of contrasting terms. If a pupil is average in any particular attribute, he is not checked.

By our plan, the outstanding attributes of each pupil are checked by all of his teachers at the close of each semester. In this way, a teacher is given plenty of time to get acquainted with the pupil by daily contact, and then, while the pupil's attributes are still fresh in her mind, she checks his outstanding attributes on the same sheet, and at the same time, she records his credit.

By our plan the checkings of personal attributes are accumulated by means of symbols on the pupil's credit card by the register clerk at the time she records his credits. By means of these symbols, these checkings of personal attributes are accumulated on these cards by subjects, teachers, semesters and years.

It is a great convenience for the principal to have all of this information on one card. When he pulls this card from his file, he has all of the information needed in certifying and recommending for college, or for industrial and commercial positions.

The plan calls for three forms: (1) a guide sheet for teachers which gives instructions for the correct use of the plan, and a uniform evaluation of the terms, (2) a combination grade, credit, and personal attribute sheet, and (3) a card, explained below. Form 2 is used for each

HIGH SCHOOL LIFE HISTORY CARD

Pupil _____ Birthday _____

Graduate _____ Rank _____ Phone _____

Majors _____ Minors _____

Parent _____ Address _____

The following marks are to be placed opposite trait to which attention is called:

Red ink: (—Gym) (|| Special) (—Auditorium)

Black ink: (—Math.) (\ Eng.) (/ History) (|Lang.) (O Science)

[illegible][illegible]

class the teacher has during the day. The class enrollment is placed on the sheet at the beginning of the semester and this suffices for the grades, credits, and personal attributes of the pupil for the semester.

At the end of each grading period, the teacher enters her grades on the sheets and sends them, clipped together, to the office. This gives the principal an opportunity to check over the grades being given by the teachers, and to note the names of pupils, who should be doing better work.

At the close of the semester the teachers enter the credits and at the same time check the personal attributes, being careful to follow directions of the guide sheet. These checkings come to the office on the grade sheets and they are accumulated on the credit cards at the time the grades and credits are recorded. These sheets are then filed away chronologically by subjects as the final authority for all credits granted.

Form 3 is a combined credit and personal attribute card which is filed alphabetically in the principal's office. The credits and personal attributes are recorded on this card at the end of each semester from form number 2. The clerk records the personal attributes by symbols at the time she records the grades and credits. These symbols, together with the record of grades and credits make it possible to know the teacher who checked any particular attribute, and the subject, semester, and year she was teaching at the time she checked the attribute. This same teacher may, at a later time, change her opinion of the pupil and this will also be shown by the checking. In other words, we have here

on these cards a scholastic and credit record, together with a personal attribute record, which is a progressive, cumulative, collective, and dependable record of all the opinions of all the teachers of all the pupils which they have had in their classes.

We hereby call upon teachers to assume responsibility for passing judgment on the character traits of their pupils. On account of intangible factors, character traits are very difficult to appraise. A home condition, unknown to the teacher, may be a determining factor in a pupil's conduct. Teachers should be just, but sympathetic and helpful in using this new power that is given them. In order that this power may be used wisely, it will be necessary for teachers to study, more earnestly than ever before, the individual pupil. To safeguard the pupils, the judgments of teachers should be checked by mental, aptitude and achievement tests. All of these tests are given to our freshmen and juniors.

However, we all admit that much public money is being wasted in our high schools and universities as a result of our attempts to educate pupils who have reached their academic educational limits in the seventh or eighth grade. Serious problems are developing, because of this mounting burden of economic waste. Unfavorable personal attributes increase the difficulties of the educational process. In such cases, the little good we can do may cost more than it is worth. We, as educators, are being forced to take notice of this situation. The interests of the boys and girls who are able to digest the higher forms of academic education demand it.

WHY THE NORTH CENTRAL ASSOCIATION DESERVES ITS HIGH RANK

J. B. EDMONSON
University of Michigan

I. FACTS REGARDING THE STATUS AND SCOPE OF THE ASSOCIATION

1. The Association was founded in 1895 as a result of a resolution adopted by the Michigan Schoolmasters' Club.
2. It is a voluntary organization without any legal status. It does not have paid officials.
3. The membership of the Association includes public and private colleges and secondary schools in the twenty North Central States.
4. The work of the Association is supported by small membership fees paid by the colleges and high schools holding memberships.
5. There are 2475 high schools and 294 higher institutions on the approved lists of the Association. There are 1,153,185 pupils enrolled in the approved high schools (1932).
6. Teachers, school board members, and patrons should know:
 - (a) That the Association is one of the most powerful agencies for the improvement of schools and that recognition by the Association is equivalent to a high rating in business by Dun and Bradstreet.
 - (b) That the Association encourages experimentation.
 - (c) That the standards for secondary schools have been made with the advice of secondary school administrators and that important proposals have been submitted to a referendum vote of the principals.
 - (d) That the Association this past year (1932) adopted a policy of lightening its requirements on those schools that made an honest effort to meet high standards in spite of financial handicaps.
 - (e) That the North Central Association Quarterly is its official publication and is sent free to all member schools.
 - (f) That the Association can and does command the services of men in influential educational positions in the North Central territory. (More than two hundred college and high school officials are on its present committees and commissions.)

II. IMMEDIATE UNDERTAKINGS OF THE ASSOCIATION

1. The Association is concerned with improving articulation between the colleges and the high schools.
2. It is seeking to revise its standards for colleges in such a way as to place emphasis on standards relating to quality of instruction.
3. It is encouraging experimentation in organization, curriculum, and teaching procedures in secondary schools and colleges.
4. It is seeking to stimulate the revision of the curriculum of the secondary school in such a way as to meet modern demands and has recently issued a 400-page book entitled *High School Curriculum Reorganization*, which contains significant reports of its committees.

5. It is stimulating interest in the preparation of new instructional materials for pupils of low ability.
6. It is supervising various educational experiments, such as are now going forward in Iowa State Teachers College, Cornell College, Stephens College, Joliet Junior College, and other centers.
7. It is dealing with the problem of athletics in colleges and in secondary schools. It is the attitude of the Association that athletics should become a well-integrated part of the program of instruction.
8. It is considering plans for a thoroughgoing revision of its present standards for secondary schools.
9. It is concerned with follow-up work that makes effectual use of the National Survey of Secondary Schools.
10. An effort is being made to acquaint the Association's constituency with the fact that the relationship of the Association to its members is defined in the constitution as follows: "All decisions of the Association bearing on the policy and management of secondary schools and institutions of higher education are understood to be advisory in their character."

III. WAYS IN WHICH THE ASSOCIATION HAS AIDED THE SECONDARY SCHOOL

1. The Association has carried on investigations that have influenced organization and procedure of secondary schools.
2. It has afforded an opportunity for the secondary school principals to give expression to their views on problems involving the relationships between colleges and secondary schools.
3. It has made possible effective leadership of principals in matters pertaining to secondary education.
4. It has secured for the schools on its lists a recognition throughout the United States such as could not be secured by any state agency.

IV. REASONS WHY THE ASSOCIATION IS FREQUENTLY CRITICIZED

1. The Association's aims, purposes and activities are not understood by teachers and school officials.
2. Its standards, policies, and activities are so frequently misrepresented. (See "Current Criticisms of the Association," by J. B. Edmonson, NORTH CENTRAL ASSOCIATION QUARTERLY, December, 1932.)
3. The Association has acquired a position of great influence in educational affairs.

V. INDICATIONS THAT THE ASSOCIATION DESERVES ITS HIGH RANK

1. The Association has a splendid record of past achievements.
2. It now has a very important program of activities.
3. It has shown unusual capacity to meet new situations.
4. It has the enthusiastic support of thousands of leaders in the teaching profession.

COMMITTEE REPORTS ON SUPERVISED EXPERIMENTS¹

I. REPORT ON THE CORNELL COLLEGE EXPERIMENT

IN MARCH, 1930, this Commission voted to approve the request of Cornell College to carry on for two years an experiment involving the ability of a limited number of students selected from the third year of high school to do work of acceptable college grade. The plan for conducting this experiment was approved in March, 1931, with the understanding that the two-year period should date from the 1931 meeting.

Selection of candidates was made on the basis of the Iowa High School Content Examination, and the English Training and Mathematics Aptitude tests of the Iowa Placement Examination series. During the two year period, only

five students were admitted under this plan. All five of the students admitted from the junior classes of high schools have made excellent records in college. However, the number of qualified students seeking admission under this plan is so small that it is not possible for the Committee, on the basis of available information, to draw any final conclusions as to the advisability of admitting students to college from the junior classes of high schools. Therefore, the Committee recommends that the experiment be discontinued.

CARL. E. SEASHORE
M. S. HALLMAN
F. W. REEVES, *Chairman*

II. REPORT ON THE GARY JUNIOR COLLEGE EXPERIMENT

The Committee visited Gary shortly after the Junior College opened last fall and arranged for the continuous collection of information concerning offerings, students, faculty and finances. A second visit of two days was made by some of the members of the Committee recently. Data and minor studies prepared by the school have been examined.

It is agreed that so far as the experiment can be defined at this time, its elements consist of—

- 1st: The management of the college by a governing board consisting of school personnel in the Gary system, incorporated independently of the Gary Board of Education.
- 2nd: The administration and supervision of the various phases of Junior College work and activities by personnel engaged also in the administration and supervision of similar

work and activities in the first 12 grades of the Gary public school system.

- 3rd: The use of part-time teachers to carry on the major portion of the instruction.
- 4th: Provision for normal admission to the Junior College at the end of the third year of the four year high school and in certain instances at the end of the tenth year of the pupil's school life.

The Committee believes that a considerable period of development will be required before the elements of experimentation can be completely identified and before it is practicable to form judgments concerning the entire plan.

The limited work now offered is of respectable and conventional college character.

Continuance of the committee is recommended.

Respectfully Submitted
LEONARD V. KOOS
THOMAS E. BENNER
ARTHUR J. KLEIN, *Chairman*

¹These are the reports made to the Commission on Institutions of Higher Education by the committees in charge of the various educational experiments authorized by the Association.—THE EDITOR.

III. REPORT ON THE IOWA STATE TEACHERS COLLEGE EXPERIMENT

A further study of the relative effectiveness for learning of fifty-five and thirty minute class periods, begun by Professor J. B. Paul of Iowa State Teachers College and reported two years ago, has been conducted in the same institution by Professor E. O. Finkenhinder. A similar controlled experiment comparing the relative effectiveness of

thirty and forty minute periods at the secondary level is in progress in an eastern high school.

The results of these experiments are not available for presentation at this meeting but, can be presented next year if the Association wishes it.

Respectfully submitted,
V. A. C. HENMON

IV. REPORT ON THE JOLIET JUNIOR COLLEGE EXPERIMENT

The inspection of the Joliet Junior College experiment was made on February 13 by Dean Stout of Northwestern University and Dean Benner of the University of Illinois. The following report is submitted:

It is the opinion of the Committee that enough evidence has been presented covering a sufficient period of time to justify the acceptance of this project by the North Central Association without further special supervision. The Committee, accordingly, recommends that the Association give its approval to the project and further extensions of it to other subjects, retaining supervision only through regular inspection of the high school.¹

The Committee feels that the North Central Association should go on record as favoring the admission of students to college with less than the usual requirement of high school units in those cases

where the deficiency results from the fact that the student has taken a recognized course of college standard in place of the usual high school course in that field.

This would mean, for example, that the student at Joliet Township High School who enrolls in and completes successfully the course in college chemistry, instead of enrolling in the course in high school chemistry commonly offered, should be admitted to college with one less high school unit, since by his mastery of the college course he has demonstrated also his mastery of the subject matter of the traditional high school course in that field. Failure to take this step would place a premium on continuing the less mature course.

Respectfully submitted,
JOHN E. STOUT
C. J. ANDERSON
THOMAS E. BENNER, *Chairman*

V. REPORT ON THE KANSAS CITY JUNIOR COLLEGE EXPERIMENT

The committee appointed by the North Central Association to report on the experiment which is in progress in the Northeastern High School of Kansas City begs leave to present the following report.

Two members of the committee vis-

ited the school on February 17 of this year. They visited classes, conferred with individual members of the staff, examined the results of tests, and attended a conference with the staff convened by the superintendent of schools.

It will be remembered that the superintendent of the Kansas City Public Schools was authorized three years ago by a resolution of the North Central Association to undertake the experiment

¹It was voted that the experiment at Joliet Junior College be referred to the Committee on Revision of Standards with the recommendation that it be made a part of the study of that group.

of so coordinating the last two years of high school and the two years of junior college that the curriculum ordinarily completed in four years should be completed in three years.

The experiment is now nearing the end of its third year of operation. Some seventy pupils will complete in June the junior-college curriculum. The University of Missouri and the University of Kansas have agreed to accept as members of their junior classes such of these graduates as wish to continue their studies at the university.

The observations made by your committee show that the experiment has been conducted with full regard to standards of scholarship. The staff engaged in giving instruction is adequately trained and shows competency in teaching. The students in the classes visited were prepared in their work.

The committee recommends that per-

mission to continue the experiment be granted.

The coming year should make it possible to secure decisive evidence of the success of the undertaking, because the graduates of the shortened curriculum will be tried out in the universities which they will attend. It is, therefore, further recommended that the Kansas City school system be asked to file with the committee for final report next year a statement showing the standing in universities of all students who leave the experimental school in June.

Attached to this report are certain materials supplied by the central office of the Kansas City school system, showing the success of the work carried on by the students in the junior college.

Respectfully submitted,

LEONARD V. KOOS
GEORGE F. ZOOK
CHARLES H. JUDD

VI. REPORT ON THE TULSA EXPERIMENT

As Chairman of the Committee appointed by the Executive Committee of the North Central Association of Colleges and Secondary Schools to supervise the experiment in Tulsa, Oklahoma, I have, in accordance with instructions, visited Tulsa to make a first-hand check of the experiment. This visit was made on March 9 and 10, 1933. The other members of the Committee were unable to make the visit with me. I wish to report as follows:

First, I find that the school authorities at Tulsa have thus far delayed the actual installation of the experiment.

Second, I find by a thorough-going study of the situation that the school has laid the ground work for the experiment on a most fundamental basis. I am unaware of any school system which has as much basic data to use in setting up this type of experiment.

As will be observed, the major objec-

tive and "set-up" of the system necessitates the solution of the problem. These objectives are as follows: First, for every pupil the school offers six years of educational opportunity in the elementary schools and six years of opportunity in the high school. Second, for every pupil periodic measurement of accomplishment and achievement and a continuation of educational opportunities according to accomplishment and chronological age. Third, for every pupil an opportunity to study and work up to the measure of his capacity in academic classes at the level at which he can successfully progress. Fourth, for every pupil assignment to academic classes according to the similarity in progress and accomplishment of the individual pupils in the class. Finally, for every pupil in the elementary schools assignment to classes above the second grade in physical education, art, music, library,

TULSA PUBLIC SCHOOLS

SECONDARY SCHOOL PROGRAM OF STUDIES FOR GROUP DOING 14 YEARS IN 12

SUBJECT	Junior High School Building				Senior High School Building			
	6 36 weeks	7 36 weeks	8 36 weeks	9 36 weeks	10 36 weeks	11 36 weeks	12 36 weeks	
†ENGLISH	←	← 216 weeks →	← 180 weeks →	← weeks →	← →	← COLLEGE ENGLISH →	← →	
SOCIAL STUDIES	← JUNIOR HIGH SCHOOL SOCIAL STUDIES →	← JUNIOR HIGH SCHOOL SOCIAL STUDIES →	← SENIOR HIGH SCHOOL SOCIAL STUDIES →	← SENIOR HIGH SCHOOL SOCIAL STUDIES →	← →	← College Social Studies →	← →	
†MATHEMATICS	← 72 weeks in 54 →	← →	← 72 weeks in 54 →	← CHEMISTRY or PHYSICS →	← SENIOR HIGH SCHOOL MATHEMATICS →	← →	← College Mathematics →	
SCIENCE	← →	← →	ALGEBRA AND GEOMETRY	← →	← →	← →	← →	
LANGUAGES			← LATIN or MODERN LANGUAGE →	← →	← →	← Latin Modern Language →		
INDUSTRIAL ARTS or HOME ECONOMICS and ART	INDUSTRIAL ARTS or HOME ECONOMICS	ART		← Elective →	← Elective →	← Elective →	← Elective →	
COMMERCE			TYPEWRITING	← Elective →	← Elective →	← Elective →	← Elective →	
MUSIC and PHYSICAL EDUCATION	← MUSIC AND PHYSICAL EDUCATION →		← →	← PHYSICAL EDUCATION and HOME CRAFTS →	← Elective →	← Elective →	← Elective →	
SUMMARY OF REQUIREMENTS BY YEARS	All work required	All work required	All work required	One or two electives	Two or three electives			

† The braces { } indicate that an attempt would be made to assign both subject fields to the same teacher.
 ‡ This requirement may be met in either the ninth or tenth year.

Legend: Required subjects are in capital letters. For elective possibilities see *Curriculums and Requirements* for Graduation, Central High School, Tulsa, Okla.
 * These numbers in the heading refer to years in school, not school grades.

auditorium, social studies and science, according to chronological age.

The buildings are adequate and the equipment is excellent. All teachers in the senior high school and most teachers in the junior high school hold a Master's degree.

Curriculum reorganization has been achieved in the fields of English, mathematics, science, social studies, industrial arts, and art. Similar reorganizations are now in process in the fields of music, foreign language, commerce, and physical education. This curriculum work has eliminated duplications, has enriched the content, and is securing a vitalization of the curriculum so necessary to significant school work.

I am reasonably well informed concerning the work being done in curriculum revision in the cities and it is my opinion, based upon a study and classroom observation of what has been accomplished here, that this is the most significant and thorough-going revision I have observed.

In keeping with the declared policy a system-wide measurement program has been in operation for the past four years. This has yielded a body of comparable data on its pupils and thus makes possible an intelligent selection of the pupil personnel to be used in the experiment. These data are recorded on the Remington Rand Incorporated Accumulative Personnel Records for High Schools. This is the most comprehensive and complete record in use any where.

The Tulsa authorities are therefore ready to organize an experimental group which will consist of approximately fifteen to twenty per cent of the student personnel which enters the junior high schools in September, 1933. These students will be concentrated in about three of the seven junior high schools and will pursue the curriculum as

outlined on the accompanying sheet entitled *Secondary-School Program of Studies for Group Doing 14 Years' Work in 12 Years*. See Exhibit A. I am convinced that the administration in Tulsa is now prepared to carry forward a program of acceleration and enrichment for its superior and gifted children which will be one of the most significant things in educational procedure. The curriculum has been enriched, they have the techniques for discovering the pupils who should do this work, and they have a sufficient number of superior, scholarly teachers to assign to this work.

The recorded results of objective measurement which I observed reveal that in the 8th and 9th years of the junior high school there are many superior children who should be given the opportunities for this enriched program. I recommended to the Tulsa authorities that they not only begin with the group just entering the junior high school, but that they also organize experimental groups on the 8th, 9th, and 10th grade levels and carry them forward so as to achieve all of the economy of time possible for these superior pupils who have already spent one or more years in the secondary schools. This will be done. It is my opinion that the Tulsa experiment should be approved and continued. It will probably be from four to seven years before the experiment can be adequately evaluated. In my opinion the foundation for the experiment has been so thoroughly laid that there is little or no chance for failure. The present plan when in full operation should prepare not less than 25 per cent of the student body for entrance to the junior year in college and an additional 25 per cent for entrance to the sophomore year.

Respectfully submitted,
J. D. ELLIFF, *Chairman*
for the Committee

REPORT OF THE COMMITTEE ON REGIONAL CONFERENCES¹

THE Committee on Regional Conferences regarding the National Survey of Secondary Education was appointed pursuant to a vote of the Commission on Institutions of Higher Education at the last annual meeting of the North Central Association. The Committee was appointed in April 1932 and consists of W. W. Haggard, Superintendent of Schools, Joliet, Illinois, E. A. Spaulding, Principal of Emerson High School, Gary, Indiana, and Henry M. Wriston, President, Lawrence College, chairman.

After preliminary correspondence the committee met on June 24 and outlined a general program of activities, and initiated correspondence with individuals in the several states covered by the North Central. However, the fact that very few of the monographs were to be available led Commissioner Cooper to suggest that it would be inadvisable to hold regional conferences until after this meeting. The committee, therefore, suspended its activities for a time after having reported to the Executive Committee on November 12.

On February 27, President Reed notified the members of the committee that it had become a joint committee of the Commission on Institutions of Higher Education and the Commission on Secondary Schools. A further meeting was held on April 5 attended by Dr. Koos, and correspondence was conducted with the Office of Education. On the basis of these meetings the committee begs leave to report: that the monographs are now appearing with fair rapidity, that there is reason to believe that they will all or nearly all be available next fall, that,

therefore, the program of study and discussion should be actively initiated at the beginning of the next school year and carried on throughout the entire year.

In view of the present financial situation it is probably impossible to have separate conferences specifically for this purpose. It is therefore, recommended that an effort be made to utilize:

- a. State teacher associations,
- b. Regional teachers associations,
- c. State superintendents associations,
- d. State high school principals associations,
- e. State guidance associations,
- f. State school boards associations,
- g. State parent-teachers associations, and
- h. State college presidents associations.

In order to decentralize the work as much as possible it is recommended that in each state the chairman of the state committee of the North Central Association should be designated as the point of contact with this committee, and this committee will gather, as it has in the past, information from the Office of Education and elsewhere for transmission to the state chairmen. It will request reports from the state chairmen in order that the whole matter may be reported back to the North Central Association next year. So many different agencies, some upon a national scale and others upon a regional scale, have this matter in hand that without some such arrangement it will be difficult to avoid duplication and overlapping of effort.

Insofar as possible, members of the staff of the Survey should be called in to lead the discussions for state-wide meetings. In each instance, at least one should be selected to speak of the Survey as a whole and discuss its findings. In state-wide gatherings there might also

¹Made to the Association in April, 1933—THE EDITOR.

be an administrative section, a section dealing with personnel problems, and several sections divided according to subject matter. These programs will naturally be varied in accordance with the group before whom they are presented. For example, State Associations of School Boards will naturally require a considerably different presentation from the State Superintendent's Association.

The committee recommends, however, that the discussion of the Survey be not limited to state associations but that it be carried into smaller units, into regional groups within the state where such are organized, into schoolmasters' clubs, and finally into the local schools themselves. Where it is not possible to bring in any member of the Survey staff it is desirable, therefore, to have local persons study the monographs and on the basis of that study make reports and lead discussions. This method is particularly recommended for schoolmasters'

clubs and high school faculties. Indeed, it is felt that high school faculties might well be encouraged to spend a solid academic year in reviewing and discussing the several monographs.

If this report is accepted and adopted your Committee will transmit to the several state chairmen all of the data and suggestions emanating from the Office of the Commissioner as well as suggestions which come to the committee from any other source.

The first item to be distributed will be a bulletin now in course of preparation upon the subject of such conferences which gives a complete list of the staff and of the various consultants and committees. It has not been possible to determine the costs of bringing these various persons to conferences; it will be necessary to make individual arrangements in respect to expenses or honoraria.

HENRY M. WRISTON, *Chairman*
W. W. HAGGARD
E. A. SPAULDING

THE AMERICAN COUNCIL ON EDUCATION¹

President H. M. Gage: I think most of you are familiar in a general way with the American Council on Education. You know that there are various college and university members of the Council. The various educational associations also hold membership in this Council. The North Central is one of these members. It is well for us to have from year to year more intimate contacts with the Council than most of us are able to have by reason of our institutional individual contacts. I know that in the minds of many who are here this morning, in the minds of many members throughout our territory there has been a question asked during the past year concerning the services of the Council, not only the possible services of the Council but the ability of various institutions to maintain their membership in the Council.

Our representative to the Council is Dr. Judd. A week or so ago I regretted to receive a letter from him saying he could not be present at the meeting this year. On arriving here I was shown a letter which he had written to another officer of the Association saying that he could not come to the meetings of the Commission. A letter was handed to me with the remark that it would not seem like a meeting of the Commission with Dr. Judd absent. We feel natural this morning, however, because he is present here at this meeting of the Association when the Commission is making its report.

DR. JUDD'S REMARKS

Dr. Judd: The Associate Director of the American Council is present at this

meeting and should, I think, be called upon to make this report, but I will make such report as I am able to render and then I think, Mr. Chairman, it would be advisable to ask Dr. MacCracken to supplement what I say.

The organization of the American Council provides for a chairman to be elected each year at the annual meeting. The chairman during the past year has been President Hughes of the State College at Ames, Iowa, and he also, as a member of this organization, has rendered service in the American Council during the year.

Two large enterprises have been sponsored by the American Council during the year. On the fifth and sixth of January the President of the United States sponsored a meeting, a conference on the crisis in education. President Hoover appeared before this conference which had been organized through the American Council. The conference itself included representatives of a number of typical American organizations. The American Manufacturers Association, the two farm organizations, the National Grange and the American Farm Bureau, the American Council and the Federation of Labor were represented.

This conference, made up of citizens, was called together for the purpose of considering what could be done by way of relieving the tension in the field of education. President Hoover made a very vigorous statement at the opening of the conference, calling attention to the fact that schools certainly could not suspend their activities in view of the continuous development of young people.

The impression that I gained personally during this conference was that a number of the representatives who had

¹This is a stenotype report of the discussions held at the annual meeting of the North Central Association April 22, 1933.—THE EDITOR.

come to the conference had the expectation that the educators would show a high degree of docility and would submit to such cuts as seemed necessary in all educational budgets. Some of those members of the conference were disappointed in the fact that the educational representatives took the position that, after all, the country had great resources and that education had a right to demand that these resources be used for the purpose of continuing, without crippling educational institutions.

There was a very intense discussion of a number of economic problems, and I think in general it can be reported to you that the result of the conference itself was to stimulate more intelligent thinking throughout the country on economic and educational problems.

Later in the year the American Council has taken part in a general movement which was initiated at a number of centers and is now being carried forward by a group of people who have chosen the Municipal Urban League. I have forgotten the exact name. Dr. MacCracken perhaps can give it more exactly than I can, the exact title of the agency that is carrying on for this group. But the major point is that the various conferences held in New York, Chicago and Washington decided to initiate a national movement for the organization of local councils, community councils, that should have the function of attempting to bring about suitable economies in general governmental expenses and, at the same time, should call attention to the desirability of seeing to it that the cultural agencies of the communities, such as libraries, museums, as well as educational institutions, should not be discriminated against. That movement is going forward.

The National Municipal League has become the center for the distribution of literature and information to the various community councils. A number of those

councils are being organized, and I think we may look forward to a very intelligent participation in the problems of governmental economy on the part of the cultural agencies of the country.

It has already been intimated by the Chairman that the American Council, like other educational institutions, has had to face new problems this year because of the financial stringency. A number of the members of the Council have found it necessary, for economic reasons, to forego the payment of their dues. The Council took action early in the year providing that the Director may, in his judgment, continue such institutions as desire to be continued but are not able to provide financial resources for the usual fees. That discussion has precipitated within the Council itself a general discussion of the possibility of continuing the present basis of support with an expectation that it may be necessary to call upon other agencies for the financial support of the American Council.

I might mention the fact that there are three great councils paralleling in various other fields the work of the American Council on Education. There is the National Research Council which represents the natural sciences. There is the Council of Learned Societies which represents the group of departments and interests that we commonly designate as the humanities. There is the Social Science Research Council which represents seven of the fundamental social sciences.

Some time ago the question was raised in the Social Science Research Council whether education should be included, and the Social Science Research Council took the position that education required certain administrative adjustments which seemed to be different from the types of activity that were natural to the Social Science Research Council. They thereby indicated, I think clearly, that it was the view of many academic

associates of the group here assembled that there should be a fourth council of the same magnitude and of the same influence as the three which I mentioned, and naturally the American Council aspires to take the position of general national leadership in education that would naturally come to it as an association including in its constituent membership the North Central Association and other educational organizations.

In order to carry on the activity of this association during the year additional funds have been secured for the maintenance of the activities of the American Council through two emergency grants by the foundations. The General Education Board has contributed to the financial resources of the American Council, and late in the year the Carnegie Corporation also made an emergency appropriation. It seems likely that it will be necessary in the coming years to adjust, on a large scale, the financial support of the American Council, and, to that end, there will be submitted to the annual meeting of the American Council, certain revisions to the constitution intended to bring about the very desirable result of a perpetuation of the Council and a strengthening of its resources.

The annual meeting of the Council is to be held in Washington on May 5 and 6, and I am sure that members of this organization will find it very desirable to consider that program and to be present at the annual meeting if it is at all possible to be there.

We certainly need in this country a central organization that shall represent all of the interests of education, and the American Council, by virtue of its organization, is made up of some twenty-five or twenty-six constituent members, including the major educational organizations of the country. It also has certain institutional members, about 250 of the

colleges and universities of the country. Its range of operation covers not only higher education but education of secondary and elementary grades. The putting of this organization on a permanent footing will, I think, contribute in a very large way to the influence of education in all of the public activities of both the nation and the regions, and it will carry out in a large way many of the functions that are initiated here.

I render this report, Mr. Chairman, subject to additions and comments and even corrections that may come from the Associate Director, Dr. MacCracken, who is also present.

INTERPOLATED STATEMENT

President Gage: It is always a pleasure to welcome Dr. John H. MacCracken here to the North Central. Years ago he was a college president in this territory, and although he now is a dweller in the far East, I think he likes to come back here to this region where doubtless he first grew strong and early equipped himself with that wisdom which fits him for the position of guidance and leadership which he now holds as Associate Director of the American Council on Education.

Dr. MacCracken, we welcome you to the North Central and to the rostrum.

DR. MAC CRACKEN'S REMARKS

Dr. John H. MacCracken: Mr. Chairman, Ladies and Gentlemen of the Association: It is always a great pleasure to return to the North Central Association where I was a member more than thirty years ago and received my first instruction in cooperative action. It is hardly necessary that I should add anything to what Dean Judd has said regarding the work of the American Council the last year. No one is better qualified to speak for the American Council than Dean Judd. He is the only man who was ever

asked to serve a second term as chairman of that organization. He has given many devoted hours to its service, and he is continually studying ways in which its organization and service can be improved.

The Council includes among its constituent members the various regional associations of the country. Of these, the North Central is of course the strongest, and it is perhaps the best example that we have in America of republican government operating as our fathers hoped it might operate.

Its membership is made up not of individuals simply but of individuals who have behind them a large bulk in the civilization of the country. They are continually tested because they continue to hold their positions because of the service they render their respective institutions. This gives you a highly selected membership, a constantly tested membership and a representative membership which succeeds in working for the common welfare and not for the welfare of any individual institutions. That is the problem which we have not solved in a national way at Washington, in our Congress, and which we seem to be getting farther and farther away from solving at the present time.

Certain problems in connection with the regional associations have arisen in connection with the Council. There is one state, Utah, which is not in any regional association. We had only recently a letter from the University of the Philippines expressing a desire to be on the accredited list and wondering how it could find a place on such a list. We had a similar letter from Robert College which was concerned about not being on the accredited list because the French government had passed certain rules extending certain privileges only to institutions that were on the accredited list.

Some years ago this question of Ameri-

can institutions on foreign soil was taken up and, by agreement, the Middle States Association undertook to care for Europe, and the Northwest Association interested itself in the Pacific. I am not sure that the North Central took over any territory unless it was in Canada. That is an illustration of the problems that grow up under our voluntary co-operative system.

When the Council was organized, the word was "cooperation" and it still is, but that was found not to be enough, and the word of the hour is "coordination." As you know, there is another educational association meeting just above us on the fourth floor, the American Association of Dental Schools which is also a constituent member of the Council. I was talking with its Secretary this morning, and that was the word on which he laid stress—coordination of American education.

It is a rather curious fact that the only group of educators that have set up a handsome headquarters in Washington, outside of the teachers, is the pharmacists who are today building a handsome marble temple down near the Lincoln Memorial in order that their voice may be heard in National councils.

Labor has succeeded better than agriculture, better than capital, in presenting a united front at Washington. Education is still struggling with that problem, how we may cooperate and coordinate so that education may speak with a united voice as over against the other interests, when such emergencies arise as that to which Dean Judd referred in the present emergency.

The Council continually surveys itself and its activities, seeks advice from the wisest men it can find on how the structure of the Council can be improved so as to achieve this end which we all desire, because the Council fails of its purpose unless it is universal, unless it has that

quality which has made the university the strongest instrument of civilization, because of the breadth of its interest and because of the fact that it can include the dental schools and the schools of pharmacy and the schools of art as well as the schools of language and mathematics under its broad canopy.

As far as Washington is concerned, we are in a rather distressing situation at present. The President has ordered the members of the Cabinet to prune their budget twenty-five percent. That has already led to fourteen out of a total staff of one hundred in the Office of Education being marked for slaughter, and more are to follow. The present Director of the Budget is not at all sympathetic with research activities on the part of the government, and the many hundreds of men in the Department of Agriculture and elsewhere holding learned scientific positions are trembling from day to day to know when the ax is to fall upon their necks. So that in this time of reorganization, it is particularly important that education should have a well qualified agent to speak for it in the National Capitol.

The Council has set up during the last year three new-committees, one on occupational readjustment and training, one on graduate instruction, and one on

standards. It is an interesting fact that it sought the chairmen of all three of these committees from your membership. This is in addition to having one of your members as chairman of the Council the present year and in addition to the service of Dean Judd on the Executive Committee and on the Committee on Problems and Plans of the Council.

Just a final word. I don't think it is generally understood that the affairs of the Council are in the hands of the delegates that are selected by the constituent members of which this Association is one. We cannot improve the quality of the men who handle the affairs of the Council except as you improve them, except as the constituent members improve them. Our choice of members for the Executive Committee is limited to these constituent delegates. Our choice of a chairman and of the other officers is limited to these constituent delegates, and therefore it is important for you to continue to give us, as you have done in the past, your strongest men to aid in the guidance of the Council.

That calls to my mind the fact that in addition to having as the chairman of the Council this year, a member of your organization, we also have our second vice president, Dr. Shipley from St. Louis, a member of the North Central.

INTELLECTUAL ECONOMIES¹

WILLIAM MATHER LEWIS

Lafayette College, Pennsylvania

LAST year we were happy at Lafayette College over the fact that we finished the fiscal year with a balanced budget. This year, unless the unforeseen happens, we will have a deficit of probably \$30,000. Now even a comparatively small amount such as that is a burden to carry into a new year. So it seemed to us that if we could avoid having that situation occur, it would be a great thing for the life of the institution. Our Board of Trustees recently, instead of cutting salaries, or of doing away with any of the essential educational projects of the college, adopted a plan which I presented to them for wiping out that deficit before the end of the fiscal year.

We come on May ninth to the one hundredth and one anniversary of the opening of the college. Instead of having another type of celebration, we are to call that "Balance the Budget Day." We are asking the students, the alumni, the faculty, the trustees, the friends of the college throughout the country between this day and that to make a cash contribution, sent in a sealed envelope to the President's office. We are erecting on the campus a tremendous thermometer. On that day we shall gather around that thermometer, open the contributions and see the mercury rise to what we hope will be the 30,000-degree point. When I left my office yesterday there were already 300 contributions in, and knowing some of the amounts, I am sure that we are going to reach the goal. Thus what has been a matter of serious concern is now turned into a matter of cele-

bration, a matter where no one has had to do very much for the college but where all are joining in a fine celebration of a great anniversary. I am telling you this by way of pointing out that we, like every other institution, need economies and also with the hope that perhaps there is a suggestion in it that may help some other college which is trying to make one dollar do the work of two.

I am finding that there are tremendous numbers of extravagances which we have had in the college life which have not added anything at all to our educational efficiency. I called the attention of a group of eastern college presidents and high school men, the other day, to one of our extravagances in printing and engraving. We all get out beautifully embossed commencement invitations every year, which we send to all other colleges, the net result of which is nothing, because we all look over these six hundred and remark how much better ours are and then throw them in the wastebasket.

Another thing that we are discovering is that there is catalog economy. Instead of bigger and better catalogs, we are now having smaller and better catalogs. I remarked to the chairman of our catalog committee the other day that if this depression wasn't over pretty soon, I was afraid we were going to have a catalog at Lafayette that would be intelligible to the public and which might be, in some degree, interesting. So that is another economy that may have some effect upon the educational life.

But, turning to things which haven't so much to do with finances, to those economies which may be practiced to the end that educational efficiency may be

¹An address delivered before the Luncheon Session of the Association on Saturday, April 22, 1933.
—THE EDITOR.

advanced, I wish to suggest to you that certain extravagances did creep into our educational system at the time of false prosperity, just as they crept into economic and into social life in general. Now the challenge comes to us to find out the cause of the great break-down and to contribute, through education, our share in setting up conditions better than those which have preceded.

I am sure, as we look over the present unhappy status of education, we are impressed with the fact that there were certain great extravagances, that we thought of bricks and mortar before we thought of teachers; we created unnecessary administrative positions, and perhaps added, in our various curricula, things that were entirely unnecessary. In the necessary reorganization that is to come, I believe we are going to give the teacher his proper place; that from the taxes of the people, from the contributions of individuals to our colleges, we are going to devote more money to the essentials, to the teacher, to his proper remuneration, and less to building entirely too elaborate, in some instances, unnecessary buildings. I hope that from now on we are going to see the abolition of the high school building as the show-place of the community, and that on our college campuses we are to do away with the extravagant building schemes that have been evident in recent years.

In recent times, anyone who stood up and made any suggestion of further economies in education was looked upon perhaps as being disloyal to the cause. But it seems to me it is a matter of the greatest loyalty to find out what the necessary intellectual economies are. I think we have misinterpreted the basic thought of our republic that all men are created equal, and have assumed that all have been created equal mentally. As a result, in our high schools and colleges and universities, there are a tremendous

number of young people who should not be there, who should have a better education if they were outside the institution than inside the institution. And, thus, because we have attempted to carry on those who were uneducable, we have not given those of the very finest minds the chance to develop properly.

In the National Survey of Secondary Education I find this statement: "one of the larger projects of the survey endeavored to analyze provisions for individual differences. Critical analysis reduced the wide array of plans in various schools for the treatment of individual differences to three: First, to homogeneous grouping; second, to special classes for the very bright and the very slow, and, third, the unit assignment plan, and of these three plans, in the first two, that for homogeneous grouping and that for the special classes for the very bright and the very slow, it was discovered there were nine times as much attention in the American schools given to the very slow as to the very bright."

That, ladies and gentlemen, should give us pause at this particular time, because I maintain that the break-down in our banking leadership, in our industrial leadership, and in our general business leadership has been due to the mediocre level of those people who have been in places of power in this country, and that that mediocre level may be traced back to the fact that in giving everybody a certain amount of education, we have neglected those of the finest minds.

Last week, or the week before, in speaking to the science teachers of New York City, Dr. Abraham Flexner said, "There is much talk nowadays about economic waste, but no one says anything about the tremendous intellectual waste that goes into the gutter in New York City."

He went on to say that when he was a member of the Board of Education in New York City, in the administration of Mayor Mitchell, he asked that a high school in the City of New York be set aside for the children of the most brilliant minds, regardless of race, color or creed, and that his proposition was lost in the school board by a vote of at least thirty to two. Then he pled with these science teachers to again bring this before the public in order that we should devote our time to real education and not to the form of education which includes every person whose parents want him to go on.

What are we doing today? Setting up in school and college a passing mark of seventy per cent. In setting that up we are educating the boys and girls with the sixty per cent mind, because we are stretching their minds, we are making them do a little better work than they could naturally be expected to do. But what about the boys and girls with ninety per cent mind? We are bringing them down to a level of mediocrity, to mental laziness, atrophying the mind, making them uninterested because we are not stretching their minds. This is a result of our system of credits and diplomas. Why is it on our American college campus today and on our university campus, even with our candidates for Ph.D. degrees, we hear the expression, "I got this subject off last semester. I got this requirement off last year." What an idea of education that is, to get this subject off; to get arithmetic off, and Latin off, instead of getting something on? But that is the way we do it. We take this subject off and that subject off until, when the student is entirely denuded, a kindly faculty covers him with a sheepskin.

Now I submit to you there is a tremendous amount of educational and intellectual waste in that process, that we are never going to get where we should

get until we look on education not in terms of credits or diplomas but from the basis of opening the mind of the student to the unity of human knowledge. We have been thinking in terms of this grade, of this year in college, of that number of credits, of the water-tight compartments which we call subjects. A great educator in this part of the country said that teachers who think in parts cannot teach in wholes. I am afraid that at this very moment the majority of us are thinking along closely departmentalized lines and are not considering the unity of human knowledge. Why this great break between the high school and college, for instance?

The National Survey on Secondary Education, again, has this to say: "That study of the articulation of high school and college shows progress toward flexibility in the requirements for admission to higher institutions, and improved arrangement for individuals following admission."

That is a great tribute to the progress of schools and colleges, and yet I think it is still moving too slowly. The old idea of education seemed to me to be like a number of old type passenger cars without vestibules, standing in a station, without the proper couplings. Progressive education represents the modern cars with their vestibules, coupled up, moving to a known destination. I cannot see how we can realize that conception until the high school and the college become vastly more close together, until we picture to our pupils and to ourselves education as a regularly flowing process. That is why some of us in the Middle States Association have asked the federal Office of Education to consider the establishment of a Commission on College Entrance, a commission made up of high school superintendents and principals, of headmasters of preparatory schools, of college and university officers, to be

given leave from their various organizations on pay, either by the school or by a grant of the federal government, brought together for six months or a year, to work out this problem of the orderly, intelligent passing from secondary school to college, wiping out this hurdle which has to be taken today. We should not have the same sort of entrance requirements for all colleges but we should get to a basis of mutual understanding, because the hazard today is the fact that the college has one point of view and the secondary school another. There are jealousies, there are misunderstandings that can only be wiped out by that sort of commission. I hope that we are going to have the backing of other associations in this country, to the end that the tremendous educational waste which we have today in these various systems of artificial admission to college shall be wiped out.

If we are successful in doing that, then it seems to me another matter to which we must turn our careful attention, at least in the college, is the matter of our swollen curricula. We have been working this last year at Lafayette College, a committee of administrative officers and faculty, on a study of every subject in the curriculum, challenging the head of each department to prove why a subject should be in that department, either from a broadly cultural or from a technical standpoint. The number of subjects which cannot be justified is truly amazing.

Some great teacher comes into a college, for instance. He has as his specialty a subject not in the curriculum. He puts that subject in and teaches it in a great way. Then he passes out of the picture, but the subject persists. It is assigned to some instructor with perhaps no particular interest in the subject and it becomes merely a routine thing, which over a period of years becomes imbedded

in the curriculum. The lack of interest of the students in intellectual affairs in the college is not entirely due to fraternities and athletics. A great many times it is due to the soporific teaching of unrelated subjects.

Having reduced the amount of waste in the curriculum, the final problem is to take that which remains and use it for the public welfare. Isn't the challenge in America today for a new standard and a better standard of values than we have had in these days of false prosperity? Isn't it true that perhaps in times of false prosperity the college itself and the school itself drifted away from the real things? I think so. I think that on the college campus we were worshipping the things of the market place as well as they are in the commercial centers. I think that we were teaching men and women more, how to make a living than to develop the abundant life. I notice on our own campus the things which the boys have to read by way of success stories in magazines and in books, and what are they? What do the men who talk to the boys tell them, by way of illustration of success? Always this weather-beaten plot of the barefoot boy of the log cabin, who, because of his smartness and keenness and drive, is now the respected multi-millionaire. You know the story. What an idea that is!

Some time before I get through with the small part which I have in education, I hope that someone is going to write a book on the famous poor men of history. Perhaps the first chapter would be devoted to Homer who went about from house to house, with a group of boys, singing and begging bread.

And seven wealthy cities
Fought for Homer dead,
Through which same cities
Homer living, begged for bread.

Certainly a great chapter would be devoted to Jesus of Nazareth who had

not place to lay his head but has given to the world more than all the rich men; Christopher Columbus, living and dying a poor man; John Bunyan writing *Pilgrim's Progress* in Bedford prison, and Walter Reed whom some of us knew as an unknown Army doctor in Washington, going down to Cuba and Panama, tracing that mosquito to its lair and wiping it out and saving untold misery and hundreds of thousands of lives that were lost through Yellow fever, and Congress had to give his wife a pittance for a pension because he did not leave a cent.

The great, the famous poor men of history—how much have we dwelt on that in this study of what our students need and what we should give them? I think none of us has fully realized the challenge which now has come to education, to set up a new set of values about what life actually is. We don't think, no matter how we are pressed as administrators and teachers in financial matters, that this is a time of depression for colleges and secondary schools but a time of tremendous, outstanding opportunity for strong men and women in one profession. I say strong men and women because one of the most discouraging things about the depression has been the way that our business and industrial leaders have broken under the force of circumstances, those men who were great in their leadership when things were going their way.

The story is told of a woman of the English nobility riding across her estate one Sunday morning, as she was wont to do, and, coming to a group of tramps in a corner of the estate, cooking their breakfast over an open fire, she engaged them in conversation and finally asked them how a tramp knows which way to start when he gets up in the morning, without any particular objective.

One of them said, "Lady, we always start with the wind at our backs."

That was the type of leadership we

had. What is the type we need today in college and in business? Those who will face the storm. Some way in our educational system, and more in our homes in these last years, we didn't build hardness, the right mental and moral hardness. There was a softness evident.

Someone has said that the modern home is one in which everything is controlled by a switch, except the children. In abandoning the corporal punishment of children of the old days, which we have none of us admired, we have gone, to the other extreme where there is no discipline either in the youth or the adult in the home, where the line of least resistance is followed. I think one finds a good deal of the answer to our present situation in that fact.

Now I say that the time has come for a new standard of values, and, first of all, for common honesty. President Roosevelt came out with a shocking statement, relative to the fact that the United States Government had to pass laws concerning investments because we had been deceived in the money which we invested and were asked to invest; deceived not by fly-by-night people who had no standing in the community but by many of those who in the financial world had the highest standing.

There is going to be a challenge in education to do away with wasteful things and to center our teaching, it seems to me, on certain elements like common honesty, to center our interest upon the building up of the right political ideals in America.

A professor at the summer school at Columbia University told a large group that what we needed in American politics was more college-bred men and women. That is a pretty broad and flattering statement to the colleges because, as I look over the list of the Congressmen, the biographies which they know so well how to write, I find that most of

them are college men, and in municipal government and in other governments college men today seem to predominate. And still we have much to desire in public administration. It isn't book learning that is needed, because, as someone has said, the educated rogue is more of a menace than is the uneducated.

Perhaps in the development of the purely intellectual in the college we have gotten away from the ethical and the aesthetic elements which must be taught, and that courage which must send men out of the college ready to do the right. We cannot teach that courage through the study of political science alone. I watch college politics, and see much today which is as reprehensible and as dirty as is ward politics. You have to teach the youth in college to be a good citizen in the college, if he is going out to be a good citizen of the community. Why is it that the underworld and the so-called invisible government in America have the control which they have? It is because those who are in charge of the invisible government are organized and are courageous, while we, the so-called better class of citizens, are unorganized and timid.

I think we can trace that back, in some degree, to the fact of mass education, and to the fact that we talk constantly to our youth about cooperation and team-work. Cooperation and team-work are fine under the proper leadership, but under the wrong leadership the team soon becomes the gang. Under the system of cooperation and of getting everyone to do everything, too often the man who raises his head above the crowd has his head struck at. We are not enthusiastic over the man who shows more intellectual and vital power than do we. In some way we have got to develop individual leadership. It isn't a committee that in a time of crisis gets us out of trouble; it is a great individual.

Some day we shall associate the name of Woodrow Wilson with the World War as we associate the name of Lincoln with the Civil War and as George Washington is synonymous with the building of this government at the time of the Revolutionary War.

The challenge comes to us today for outstanding individuals. Those individuals must have an awakened social consciousness. The only way to get that awakened social consciousness is by dipping into the social life stream. I have thought a great deal lately that although many of our boys in the college were having hard times, were suffering deprivations, yet they did not actually know what was going on outside. The college campus is a more or less protected place. So in these four years of depression, we are carrying students through and at the end when they come out conditions will be better, and they won't know what it has meant, and therefore won't help to advance civilization. Somehow we must learn to dip in the social life stream during the time they are in college.

We tried the experiment at Lafayette College this year of inviting unemployed men over thirty years of age to our campus. The faculty has been generous in giving them, without any charge, fine instruction in mechanical subjects, and in the arts as well. One hundred and fifty men come to us four times a week. And we have lifted their mental burden, to a great degree. But that has not meant as much to those men as it has to the faculty of our college and our students in seeing at close range the other fellow, in seeing the man who is in trouble. Every day we send twenty of our students down to the social service headquarters in Easton as investigators. They go out and investigate the cases of need. They carry the food cards. They do a thousand things. There are about eighty or ninety boys engaged in that service. I am told

they work very efficiently. But what they give is not a half of what they are getting by way of an awakened social consciousness. That is what I came to suggest to you today, that we have been wasteful in dealing, in our intellectual life, with non-essential things; that it is now for the college and the school to build conditions better than those before, to lead the way out, to set up a new standard of values, a standard of values centered in an awakened social consciousness. If we do that, we justify every cent that is spent for education. If we don't do it, no matter how economical we are, we are spending too much for schools and colleges.

Other agencies in the financial and industrial world have broken down. The school and the college has not broken down. It is for us today to find that higher and better road than that by which we traveled into the slough of despond. It is for us to give the opportunity for the students of today, tomorrow, to live the abundant life, and, in so doing, to raise this nation to a higher point than it ever has been. For us today is no day of depression, it is a day of opportunity, a day of opportunity which comes in awakening a national social consciousness.

REPORTS REGARDING THE REVISION OF STANDARDS FOR HIGHER INSTITUTIONS¹

I. INTRODUCTORY REMARKS BY THE CHAIRMAN OF THE COMMISSION

H. M. GAGE, *Coe College*

FROM time immemorial we have known of the common council of the village which adopted three resolutions: First, to build a new jail; second, to construct the new jail out of the materials in the old jail; third, to use the old jail while the new jail was being constructed.

I suppose that a story of that kind comes down to us through the years and lives and has vitality because it really illustrates, that is throws light on various recurring human situations. To me it throws a good deal of light on our standards. We have decided to make new standards, to organize our ideals or to reorganize them, and to make use of our present ideals while we are doing that.

The anomalies and the inconsistencies of that situation are very frequently, sometimes very pointedly, called to the attention of the Board of Review and the members of the Commission on Higher Education. Nevertheless we do go forward in this business of administering our present standards in ways which have been outlined and described to you by the Secretary of the Commission. We also go forward in the business of making studies which will issue in the formulation and the application of new standards.

In introducing the Chairman on the Commission's Committee on Revision of

Standards, I call your attention to the fact that various members of this Association have pointed out to us our inconsistencies in criticizing our old standards, our present standards and, at the same time, applying them to institutions. That may be one of those inconsistencies which is sometimes referred to as a charming inconsistency. It is necessary for us to face a situation of that kind, to live with it in good humor.

I further call your attention to this fact: There is a feeling prevalent among members of the Association that while it is fairly difficult for us to conform to existing standards, it will be rather easy for all of us to conform to the new standards which are being devised. I think it is the judgment of most people who are engaged in the formulation of the new standards that it will be much more difficult to conform to the standards that are being devised than it will be to those which are now in existence, and, for that reason, it is rather more difficult to raise your ideals and to live under the inescapable authority of the love of excellence than it is to conform in a rather formal way to a minimum objective standard.

The honored Chairman of this important Committee on the Revision of Standards is the President of the University of Minnesota, servicable to his own state and to his own institution, to many educational enterprises and, happily, also honored and very serviceable and useful here to the North Central Association. Dr. L. D. Coffman.

¹These several reports were made to the Association or to its Commission on Institutions of Higher Education at the time of the annual meeting in Chicago in April, 1933. They are presented here as a unified set.—THE EDITOR.

II. INTRODUCTORY REMARKS BY THE CHAIRMAN OF THE COMMITTEE ON REVISION OF STANDARDS

L. D. COFFMAN, *University of Minnesota*

The Committee on the Revision of Standards has been at work two years. The work of the committee was made possible by a grant of \$110,000 from the General Education Board, supplemented by \$25,000 from the North Central Association.

The inquiries of the committee have been under the direction of a general committee consisting of fifteen persons. To facilitate the various studies and investigations, an executive committee, composed of C. H. Judd, H. M. Gage, W. W. Charters, G. F. Zook, and L. D. Coffman, was created. The executive committee secured the services of President George F. Zook, Dean E. M. Haggerty, and Professor Floyd W. Reeves for the active conduct of the work.

The committee in charge early called to its assistance a number of persons who have aided in the collection and the compilation of materials. During the year now closing, it has had the invaluable help of President Raymond A. Kent of the University of Louisville and of President Homer P. Rainey of Bucknell University.

The general procedures outlined by President Zook a year ago in his report before this Association have been followed during the current year.

In all, 57 selected institutions have been visited with a view to discovering, if possible, the forces and factors that determine the quality of a school. In addition, a number of highly important studies have been conducted relating particularly to the comparative merit of higher institutions of learning as revealed by the achievement of their graduates in graduate work, in professional schools, and in comprehensive examinations in language, social science, and the like.

Attention should be called to the assistance a special committee of distinguished mathematicians has given to the study of the achievements of students in college mathematics as a possible basis of determining the quality of instruction offered in the various fields of mathematics. This committee has studied the actual examination papers of thousands of students; and has devised a new technique for evaluating achievement in mathematics.

Growing out of the visits and the wide variety of studies now under way, the North Central Committee has gradually reached the conclusion that it will, if possible, set up standards in the nature of principles and then describe these principles by giving examples of good practice in a manual. The principles and the manual will then become statements of policy. The standards, if this general term may be applied to the principles and examples, will not be regarded as something fixed and unchanging; on the contrary, they will refer to something alive and developing. They will be inductions, not something that we proceed from as we have in the past. The North Central Association will thus become less of a judge and more of a stimulator and a creator, for it will encourage discovery, invention, and experiment.

The committee has now proceeded so far that it contemplates the completion of its work within the current year instead of taking five years as it had expected.

The papers presented yesterday by President Zook, Dean Haggerty, and Professor Reeves are prophetic of the comprehensive report we expect next year. Until the full report is laid before

us, we may wish to consider the question which will arise in connection with the administration of the new plan and the particular efforts it will have upon other types of schools affected by the requirements of this Association. But this, I think, we may safely say: If this new plan of dealing with institutions on the

collegiate level merits our approval, it will likely call for a corresponding study of institutions on the secondary level. Indeed the new plan possesses the possibility of working a decided change in the attitude of this Association towards all institutions falling within the purview of the Association.

III. SOME ISSUES INVOLVED IN THE REVISION OF STANDARDS AND ACCREDITING PROCEDURES

GEORGE F. ZOOK, *University of Akron*

The work of the Committee on Revision of Standards, through its subcommittee in charge of the study, is described in the December, 1932 issue of the *QUARTERLY*. I shall not, therefore, attempt to do more than to call your attention to the fact that it has largely revolved around the visitation of the 57 institutions that are cooperating in the experimental study. Dean Haggerty and Professor Reeves have completed their visitations and Dean Gardner has only a few more institutions to see. The data which have been brought together by these three men and the personal judgments which they have formed are being supplemented by a special study of the libraries and by a battery of tests to be given during the latter part of the present semester. We shall, therefore, very shortly have a large amount of material against which to check the validity of present standards and the character of standards that may replace them.

The significance of this is sufficiently great that the results ultimately offered to the Association should be verified in every way possible through approved scientific procedures. This is the occasion, therefore, for the thorough manner in which we have attempted to proceed.

STANDARDS

It is evident that as yet we have no right to reach any but the most tentative

conclusions. There is however, one conclusion which, unless the evidence fails to justify it, has been rather widely accepted; and that is that the standards of the future will be general in character. This probability and the implications connected with it, together with certain other considerations, have made it seem wise for me to attempt to set forth some of the main issues which will have to be decided before we enter a new era in the work of this Commission. The solutions for these issues I shall attempt to state concisely, with no thought that they are final but as a means of stimulating the thought and discussion which will be necessary before this project is brought to its conclusion.

In order to introduce the subject, may I mention a possible standard on admissions, "An institution should have a system of admitting students who are competent to undertake the work of the curricula to which they are admitted."

You will notice that in this definition nothing is said about high school units nor accredited secondary schools. In other standards I believe that it will also be possible to omit all specific requirements relative, for example, to 120 semester hours for degrees, minimum endowment and income provisions, the requirement for a minimum of eight departments and 8000 books in the library, sixteen hours of teaching, and the specification rela-

tive to Doctor's, Master's and Bachelor's degrees for faculty members. Even the word "standard" itself may enter the limbo of obsolete terms. If it remains, it will put off all the old meaning of minimum specific requirements and take on the new meaning of a desirable ideal or principle toward the more complete attainment of which all institutions, even the best among the accredited ones, may strive continually. Minimum specific standards of the old type may always be realized rather easily by institutions with fairly good financial resources. Standards of the new type, like all ideals, are never completely realized by any institution; but they stand as a constant challenge for improved effort to all institutions.

In substituting general optimum standards for minimum specific standards, it is at once clear that there is no one royal way to realize the ideal set forth in the standard. In every case there is likely to be a variety of ways. Hence an institution will be fully at liberty to choose its own methods. In some instances the institutional machinery may be elaborate and formal; in other instances it may be possible for an institution to perform the function as effectively through machinery which is less imposing and much more informal.

If very full liberty as to ways and means of attaining a standard is extended, an institution may reasonably be expected to accept appropriate and accompanying responsibility. An institution should, therefore, in the process of accrediting, be able to demonstrate that its methods, its plan, or its organization are well considered and that they are effective in attaining the general principles called for in the standard, as they apply to the objectives which the institution has set for its goal. For example, to take an extreme case, I presume that anyone in visiting an institution would

have real cause to question the practice of allowing engineering students to enter with no mathematics. Yet it is imaginable that even in an extreme case of this character, the institution has worked out well planned procedures for taking care of this situation. If it has done so, it will certainly be superior to the old minimum standard which simply requires fifteen so-called high school units. The results of the procedures, not the procedures themselves, will be the test of the degree to which a standard is attained.

The Association can not write its standards in general terms and permit full liberty in methods of attaining them without at once laying itself open to a charge that the standards are so vague that they lack meaning. There will be annual demands for amendments. The officers will be challenged constantly to interpret them so that institutions which are applying for accrediting and others whose status may be called into question may know "what to count on." After all, one of the reasons why we have our present type of specific standard relative to educational machinery is that the human mind, including that of college presidents, constantly attempts to express abstract qualities in concrete terms. We are forever engaged in the futile business of trying to solve all our problems in faculty meetings and in Congress by passing some specific rule which will do away with the necessity of considering a particular situation on its merits.

In this discussion I wish merely to make it plain beyond question that, if we wish to replace our present wooden standards with general optimum standards and the accompanying liberty of procedure to attain them, we can not, at the same time, expect to satisfy the natural desire for definiteness. As the old proverb well says, "We can not eat our cake and have it too." Even, therefore, if general standards are inevitably ac-

accompanied with some disadvantages in the sense that they lack definiteness, we shall simply have to accept this situation as a part of the bargain with the full resolve that we will at least give them a full trial. I see no other alternative.

Nevertheless, the Association is under obligation to share with the individual institutions its advice and suggestions, not its requirements, in attaining the highest quality of performance possible relative to each standard. For this purpose it is believed that a manual to accompany the standards should be prepared. For each of the standards the manual will be a concise but illuminating explication. It should set forth the elements that are included in each standard and it should state the various principles which should be taken into consideration in working toward the complete attainment of the standard. The object will be to describe as fully as possible an institutional function or a characteristic as stated in the standard.

It is believed that the manual may very well, as a second part, contain a number of illustrations showing the manner in which particular institutions perform a function or some part thereof. These should be stimulating and suggestive, not mandatory. Indeed, one of the useful purposes which may be served by the Association in the future would be the multiplication of these illustrations through some regular procedure.

I have indicated briefly for you the probable nature of standards in the future and I have endeavored to describe briefly the nature of the manual to be drawn up in explication of each of the standards. In order that you may understand more definitely what the committee now tentatively has in mind, Professor Floyd W. Reeves will attempt later in this program to set forth the character of the proposed manual rela-

tive to a possible new standard on the subject of administration.

Even with the explication of each standard in the proposed manual there will doubtless be many people who will at first doubt the practicability of using standards of the general type. Fortunately we have two practical experiences that are reassuring. In 1926 the Commission on Higher Institutions passed a motion allowing institutions to be considered for accrediting although they were known to be definitely deficient in one or more of the present standards, usually the endowment requirement. Instead of a one-man, one-day inspection such institutions have been subjected to a so-called survey in which two men have each devoted approximately three days to each institution. In this manner 16 institutions have been surveyed. Of this number, 11 have been accredited by the Association. It has been the announced policy of the Association that other qualities of an institution accredited through this procedure may be accepted as making up for the recognized deficiency. What I wish to point out in this connection is that all of these institutions have really been accepted on essentially a quality basis rather than on the basis of conformity to mechanical standards. The survey process seemed to make this method both possible and practicable.

Also, as a part of our experimental procedure during the current year, the committee on standards has cooperated with the Board of Review in a special visitation of nine institutions. President Homer P. Rainey of Bucknell University and President R. A. Kent of the University of Louisville, both of whom are thoroughly acquainted with the present processes of accrediting higher institutions in this Association, after a thorough visitation at each of the nine institutions reported to the Board of Review

relative to the accrediting of these institutions on the basis of the old standards and also to the Board and to this Committee on the basis of some general standards of the new type which were brought together for the occasion. The Committee is gratified at the favorable response which these two men have given to the question as to the practicability of using standards of general type in the accrediting of higher institutions. In a later part of this program these men will share with you their observations relative to this matter.

It is sufficient to say at this time that the two experiences which I have mentioned, although they have been carried on without important types of assistance which it is believed can be provided, nevertheless indicate very strongly the practicability of using general standards in the accrediting process.

ACCREDITING

In the future the Association will have two equally important functions, namely, accrediting and stimulation. I will address myself first to the familiar function of accrediting.

Up to the present time the accrediting of institutions on the basis of minimum requirements has been the chief, if not almost the sole business of the Association. It will remain an extremely important function. Let us not be deceived. The millenium has not come. As long as states incorporate freely inferior and fraudulent institutions; as long as fathers and mothers, young men and young women wish advice as to institutions; as long as state officials and college registrars need help as to the quality and character of individual institutions, over a broad expanse of territory; as long as individual institutions are called upon to respond to society's demands, there will be a very real necessity for what we now call the accrediting of institutions. Our

deficiencies in carrying out our function in days gone by ought not to blind us to the obvious necessity for agencies of this character.

The procedure for accrediting higher institutions ought to be radically revised. What we are doing now is not at all worthy of the alternate respect and fear in which it is held. The machinery is an old type suited to a bygone age; it has served its day. I do not mean to imply that the enormous amount of service by the officers of the Commission, by the members of the Board of Review, and by the inspectors who have visited the institutions, all on contributed time, has not been exceedingly valuable. It has been, but our procedures are simply not adequate for the period in which we are now living.

With the adoption of new standards we must also establish accrediting procedures that are more scientific and much more carefully carried out. While some improvements have been made in our procedures in recent years, our methods of evaluating an institution are essentially the same as they were twenty years ago. In short, we have not taken advantage to any considerable extent in our accrediting procedures of the newer, more scientific methods of evaluating an institution which have been developed during the last twenty years. At any rate we can all agree that there is great room for improvement and that under the general type of standards such improvement in procedures is all the more necessary.

I shall not attempt to discuss the place of a testing program in the future accrediting procedures of this Association because this topic has been assigned to Dean M. E. Haggerty. I wish merely to hazard the guess that the Association itself should not engage in a comprehensive testing program in institutions which are applying for accrediting. It may,

however, properly expect an institution to show that it has an active testing program and to make the results available. These results, while perhaps significant, can not, under present circumstances at least, be more than a single factor in a rather large list of equally important types of information which should be made available at each institution.

The first indispensable need in connection with improved accrediting procedures is accurate and comprehensive information about an institution. There must be a schedule of information from each institution that is considerably more elaborate and more searching than that which so far has been called for. The committee in charge of the study of standards has prepared and used a set of very exhaustive information schedules among the 57 institutions which have been cooperating with us. A modification of these schedules was used in connection with a large number of institutions reporting to the Association during the current year. Schedules of information of this type were available for Presidents Rainey and Kent at the nine institutions which they recently visited under the joint auspices of the Board of Review and of this committee. These gentlemen will doubtless make some observations later in this program concerning the usefulness of these schedules.

From this experience we shall be able to modify and reduce these schedules so as to make them less burdensome to the institutions while at the same time supplying the officers and inspectors with far more satisfactory and comprehensive information than has been available up to the present time.

Exactly to what extent these schedules of information can be made out prior to or without a personal inspection of an institution is still a question of some moment. It is interesting to note that in

the course of our study one of the members of the staff has secured a large part of his information directly from the institutions by mail. The other two have largely secured their objective information on the ground. Whatever can be done by mail should obviously be so done. It is believed that the amount will be very large and that it can be of such a searching nature as to reduce decidedly the amount of personal inspection which would otherwise be necessary.

I do not, however, believe that schedules of information, no matter how much improved, can ever replace the need for personal inspection of institutions seeking accrediting. This conviction grows out of considerable personal experience and out of the observations which have been made by many other persons including Messrs. Rainey and Kent as a result of their recent visitation to the nine institutions. The same conclusion has been reached by the members of the staff who have engaged in a comprehensive visitation program for the purposes of the present study.

In fact it seems to me that one of the most important steps for us to take is to improve our inspection procedures. I am confident that the one-man, one-day inspection should be abandoned, and that in the place of so haphazard a method at least two individuals, perhaps three, should visit each institution and that they should stay at least two days. I would have such a committee of two or three visit from six to twelve institutions each year. If possible, I would have some continuity as well as some change in these inspectors from year to year. The inspectors should secure the types of information which in their nature are not readily obtainable by questionnaire. On the basis of all available sources, objective tests, objective information as to institutional processes and characteristics, and the imponderable impressions

gained by seeing the institution at work, the inspectors should be able to render a very dependable report. These reports will be based on much more adequate information and much more dependable impressions secured by at least two persons who could compare conditions at a number of institutions. If some such plan as this were established, I believe the quality of the inspection process would be immensely improved.

I believe, too, that this inspection procedure might very vitally affect the work and function of the Board of Review. I mean that if inspections were made upon the careful basis that I believe could be developed, the Board would naturally feel that any recommendations made by such a committee of inspectors should be taken very seriously.

At this point may I take the opportunity to point out the extremely important part which what I call refined judgment will play in all this process. At present the functions of the secretary, the inspector, and the Board of Review are largely clerical. They check up to see whether an institution has \$500,000 endowment, 8000 books in the library, students with fifteen units for entrance, and faculty members with Ph.D's. There have been plenty of cases, as our survey experience shows clearly, of good institutions which do not meet all of these requirements, and a few too, I am convinced, where the reverse is true.

In the new process the inspectors and the Board of Review will have to weigh and evaluate the comprehensive information before them and the impressions secured through personal inspection, not in terms of specific standards, but in terms of a general principle or ideal, and thus through the process of judgment arrive at a conclusion as to whether an institution should be accredited or not. There is no other way, fallible as it may be occasionally. Nevertheless, experience

in and out of the Association shows clearly, I believe, that it can be done both accurately and justly.

Such a process would, of course, be comparable to our present surveys and consequently more expensive than our present inspections. The persons who made inspections of a group of institutions, under this plan would have to be absent from their regular duties and therefore would probably have to be compensated. I believe that the quality of the performance would fully justify it. To be accredited by the Association under these circumstances would be an honor which would be appreciated far more than at present. In this connection it should be noted that the Association of American Universities has for some years charged a fee of \$100 to each institution which it inspects for accreditation and has secured the services of very competent persons who have taken leaves of absence from their regular duties long enough to make a series of inspections.

There will also be a changing group of institutions which, each year, are subject to reinspection. The more elaborate and costly process which I have just described would automatically have a tendency to reduce the number of such reinspections. However, the problem of dealing with such borderline cases will continue to need attention. In instances of this kind, the Commission upon recommendation of the Board of Review could order either a complete or a partial inspection; or it could, in some instances, simply require an institution to make a special report on some situation that was recognized as being too deficient for unqualified recognition. The charge to the institution would be in proportion to the expense involved.

My purpose in this discussion of procedure in accrediting is to emphasize as strongly as I can the necessity for placing the whole process on a much higher

plane than it is at present. If accrediting is worth doing at all, let us do it on the basis of the best and most complete information that we can get; let us secure each year a limited number of persons of recognized standing to interpret the data, make the inspections, and render reports on a comparable basis. Who can doubt that if this is done, accrediting will be elevated to an entirely new plane in the estimation of the institutions themselves and of the general public? Moreover, I have always contended and I believe now that if we improve the accrediting process, including the inspections, in some such manner as I have described, it will convince people that it is equally important, if not more important, to emphasize quality in accrediting procedures as it is to do so in the standards themselves.

STIMULATION

At least an equal amount of the energy of the Association should be expended in aiding and stimulating in a friendly way the large group of institutions which are included in the accredited list from year to year as to the consideration of new institutions and marginal cases for accrediting by the Association. If we mean this—and we must mean it, it seems to me—appropriate plans must be made for this part of the Association's work. Here we are on uncharted grounds, and the following suggestions may appear to be fragmentary and not cohesive, but they may help toward the formulation of a comprehensive plan at some later time.

First of all we must clear the ground of old practices. Once an institution is accredited, the Association should avoid as far as possible the function of the policeman. If this is the case, we should throw off the trappings of the policeman and either dispense with the triennial report entirely or at least require it at

less frequent intervals, perhaps every five years. Our experience shows clearly that the extensive information which this report calls for can never be used to any considerable extent, at least not sufficiently to justify the burden imposed on the institutions in providing it. During the last two years the triennial report has been made the basis for ordering re-inspections of the institutions as follows: 3 in 1931; 10 in 1932. Of this number 3 were accredited, 8 accredited subject to another inspection, and 2 institutions have been dropped. The total number of institutions from which triennial reports are secured as a basis for these actions averages nearly 100. I do not wish to say that the triennial report has been useless, but I do believe that the amount of good which it has done has not justified the trouble. Furthermore, I am confident that there will always be sufficient information available in other ways, including special inquiries from the secretary's office, to form the basis for such reinspection of marginal cases as may be necessary from time to time.

Standards of general character will be as valuable for purposes of stimulation to institutions already accredited as to those which are newly applying. As a matter of fact, they will probably be written more with these institutions in mind than for those newly applying. The old standards were minimum standards not in any way intended to portray ideal conditions. One of the sad things about past and present conditions is the fact that they have often been regarded by people as a sufficient and adequate ideal to be attained. We have had nothing in our basic principles or in our procedure to gainsay this impression. The new standards will be ideals toward the attainment of which the institution seeking accrediting and the one which has long enjoyed that status may work with equal zeal.

This fact is further emphasized by the proposed character of the manual explicating the standards to which reference has already been made. The manual will attempt to describe an ideal situation under each standard both by precept and by example. The emphasis will be placed on what is regarded as best theory and practice rather than on what is merely sufficiently passing to enable an institution to gain the accredited status. Standards which are written in terms of the optimum rather than in terms of the minimum are and should be primarily for the benefit of institutions that desire progressively to attain the ideal which is set forth.

Obviously standards of this character will be only pious expressions if the Association does not provide ways and means by which an institution may get a picture of itself in the light of the ideal standard which is set up. There are a number of ways in which this can be done, and it will be the Association's definite responsibility to see that it is done in one or more of the following ways:

a. The reports of the inspection committees at the time of accrediting. The first purpose of these reports will be to enable the Association, through its regular procedures, to determine whether an institution should be accredited. But there is another purpose of equal value which these reports will serve. After an institution is accredited, the report carefully prepared and containing the observations and recommendations of the inspectors will be sent to the institution. Doubtless there will always be room for improvement in a number of different directions. At once the report becomes a basis for the discussion of problems within the institution and for such action as may grow out of this kind of consideration. The amount of good which can be accomplished at a given institu-

tion which has just joined the brotherhood of the North Central Association, I believe in many instances, will be incalculable.

b. Special questionnaires covering particular aspects of any standards which may be under review. Such studies will be primarily for the purpose of securing information on the manner in which a standard is being carried out by the institutions. When compiled, this information should suggest the trends which are being found most useful and helpful in all of the accredited institutions. Such studies will of course be subject to the usual limitations on information secured through the questionnaire method, but they can, I am convinced, become very useful avenues of institutional stimulation.

c. Special statements prepared at the request of the officers of the Commission by a limited number of institutions known to have interesting variations in practice and organization along selected lines. Administrators and members of the faculty who have sufficient initiative and energy to try out new ways of doing things can usually describe them and are often anxious to do so for the benefit of others. I can imagine a whole series of such stimulating statements which could easily be prepared by representatives of institutions accredited by this Association relative to particular standards if only we had a means of giving expression to what these enterprising institutions have found out. They would be in the nature of a continued commentary on the best manner of carrying out the principles contained in the standards through the cooperative help of a large proportion of our members. We ought to capitalize on this valuable experience in our future procedures.

d. Special visitation of institutions by a competent committee or committees appointed by the officers of the Com-

mission. With all of the possibilities of the two suggestions already made, nothing can be quite so helpful and stimulating as a study carried on by a committee of competent individuals. These committees should be selected for the purpose of investigating and reporting on interesting variations or experiments being conducted by individual institutions or groups of institutions. Let us take, for example, the experimental work that has been carried on by a number of institutions in this Association relative to new admission practices. We have benefited from the experimental work which these institutions have carried on, but we could have obtained far greater benefits if only we could have had a committee which had sufficient time to study these situations on the ground and to evaluate them better. I feel this all the more keenly because I have been a very ineffective member of several of the committees under whose supervision the experiments were supposed to proceed. Other comparative studies suggest themselves in a dozen realms, the control of extracurricular activities, including athletics; the problem of faculty preparation for college teaching; departmental and divisional reorganization; the function and organization of the library; examinations. All of these and dozens of other items of equal significance relate directly to one or more of the standards which will be adopted. Reports of such special investigations would be in the nature of comments on or amendments to the materials which will be contained in the manual explicating the standards. Thus the Association provides a way for a continual study of the best ways in which to carry out the ideals which are contained in the standards and at the same time provides for each institution a regular and trustworthy stimulus for self-improvement. The reports of one, two,

or three such committees each year on different subjects should go a long way toward jarring us loose from the deadly complacency that is sure to attack us all sooner or later. The Commission could well afford to spend considerable money on a succession of committees that would perform this function.

There is a second function which visitation committees could perform: There are always a number of college administrators that are exceedingly desirous of securing the advice of a competent person or persons relative to all or a part of the work of their institutions. The Association might well set up machinery for providing such special surveys. Obviously studies of this nature should be wholly at the expense of the institutions involved, but it is quite possible that they would be very helpful to a number of institutions.

Adequate financial provision should and can be made for this stimulative program. At the time the work of the Committees on Standards and Athletics was begun, the dues for higher institutions were raised from \$25 to \$50 per year for the four-year institutions. This action raises approximately \$6000 per year over and above previous totals. Of this amount \$5000 per year is being spent by the Standards Committee. As soon as the work of this committee is completed, this amount of money will be available for other projects of the Association. If a virile program of stimulation and helpfulness along lines which have been outlined could be engaged in, the institutions would feel not only that the prestige and standing obtained by being on the accredited list was worth while, but also that the institutions received in addition other and perhaps even greater benefits from membership in the Association.

I have perhaps covered some of the main issues which will arise in our future

processes of accrediting. There are, however, a few other implications growing out of the policies contained in this statement to which I wish to call your attention briefly:

The first of these relates to our future connection with the list of accredited secondary schools compiled by the Commission on Secondary Schools of this Association and similar agencies in other parts of the country.

RELATIONS TO THE COMMISSION ON SECONDARY SCHOOLS

At the beginning of this discussion I offered an example of a possible general standard relative to admissions. In that general standard the word "units" was not even mentioned, let alone the number of them.

Next, may I remind you that in this standard there was nothing which requires that students be accepted only from accredited high schools. In other words, the ancient bond between the work of the Commission on Secondary Schools and that of the Commission on Higher Institutions is due for a rude shock. Whether an accredited higher institution uses the list of accredited high schools compiled by this or any other accrediting agency will be, in the future, a matter of its own individual concern and not that of our Commission. Indeed, unless an institution uses something more than this list as a method of selecting its students, it may well be open to question as to whether it really has a discriminating policy of selection of students in accordance with its announced objectives and the above standard. The implications of this situation should go a long way toward solving the extremely troublesome relationships between secondary schools and higher institutions. If there is an undue domination of the secondary schools by the higher institutions in the future, it will be the fault of individual

institutions and not that of the North Central Association.

If this policy is adopted, it means that the respective lists of accredited schools and of institutions of higher education of this Association will henceforth stand solely on their own respective merits. The present interlocking scheme which has called forth so much unfavorable comment in various states will disappear. The Commission on Higher Institutions will no longer require the higher institutions accredited by it to admit students only from accredited schools, and it can not of course expect that the secondary schools will take their teachers only from accredited higher institutions unless they see sufficient merit in the list from them to use it in some basic way.

The adoption of this policy may affect the status of accredited schools and of accredited higher institutions respectively in our several states. If the Commission on Higher Institutions no longer requires that entering students come from accredited secondary schools, much of the incentive for such accrediting will be removed; and local school people will no longer be able to drive unwilling school boards and citizens into bond issues and faculty changes with the fear of the North Central Association as the club. Vice versa it may not seem so necessary to individual higher institutions to seek the blessing of the North Central if the local high schools are not required to take their teachers from accredited colleges. It may seem to some of you that this will be going too far, and yet I am convinced that each list should stand on its own feet to be used by the various agencies as they see fit. If the list of accredited higher institutions can not stand alone on its merits, then I am convinced that it deserves to pass out of existence. The same observation is true of the list of accredited secondary schools.

Also may I mention the fact that through the general standard and the absence of the present requirement of fifteen units for entrance to college, we shall at last extricate ourselves from the extremely uncomfortable and utterly indefensible position of compelling school systems containing junior colleges to separate the junior college from the high school in faculty, students, buildings, laboratories, etc. It has not been possible to enforce so illogical a standard completely, but the adoption of a new general standard would enable the Association to pass judgment on the educational effectiveness of particular situations rather than to base such judgments upon external and outworn requirements. Obviously it would no longer be necessary for such institutions as Stephens College, the Kansas City Junior College, and more recently the University of Chicago to crave the permission of the Association to recognize their educational units as they see fit. I take it that that would be welcome news to our friends on the Midway!

In order to carry out this program, it will of course be necessary to arrive at some agreement with the Commission on Secondary Schools for joint action.

OBJECTIVES

It is generally agreed that an institution should not only be accorded entire freedom in selecting its field of operation but that it should be required to do so and to announce the field or fields in some regular official manner. The degree to which it meets the standards set up by the Association should be judged in terms of these objectives.

The implications growing out of this policy are as yet, I believe, not wholly appreciated. The respective fields of work in which institutions operate will vary in two ways; first, in types of curricula of-

fered, and secondly, in the level of performance.

In the first situation one has such obvious distinctions as a liberal arts college, a teachers college, a technological institution, or a university with a number of divisions. The standards and the processes for accreditation or stimulation must obviously be such as to be equally applicable to all types of institutions. Already we have slowly adjusted the cumbersome machinery of the present standards to situations of this kind. Inasmuch as there will be far greater latitude in the new standards and in the processes of visitation, this situation should simplify the problem for the future.

In the same manner it should be remembered that the accredited list of the North Central Association will contain in the same list higher institutions that are probably operating on entirely different levels. Our attention has already been called to this fact sharply in the results of the Pennsylvania study and of the Thurstone Test of the American Council on Education. For example, results through a series of years may show that the median score of the students admitted to institution A, is 150; institution B, 175, and institution C, 200. Obviously the possibilities for the development of students at institution A are far different, perhaps we had better not say "far superior" to those at institution C. In each case the chief matter of concern to this Association is the question as to whether the selection of students has been made in accordance with the announced objectives of the institution. The next and most important obligation resting upon the institution is to show that on the basis of the student material in hand and with its facilities and processes, these students developed as might properly be expected. In this process it is the effectiveness of the total pattern of the institution which we are seeking to measure or to evaluate. Two

institutions which are working on two very different levels may be equally effective. We should indeed be as careful to hold up the mirror of accomplishment to be expected to the so-called high grade institution as to those which operate on lower planes. Unless these factors are taken into account in our processes of measuring and judging effectiveness, we shall not actually be extending liberty of objectives to institutions and we shall not do full justice to different types of institutions.

SINGLE LIST

Finally, I believe that the Association should have but one list of accredited higher institutions. We have gradually been working toward this goal for a number of years. The list of teacher training institutions is gradually passing out of existence. It is doubtful whether the list as now constituted has any meaning inasmuch as the institutions have not been reviewed adequately for a number of years. The list of junior colleges could easily be combined with those in the first group. In this way we should avoid all possibility of the invidious distinctions that now constantly arise so long as there is more than one list of recognized institutions.

This objective could be achieved by a very simple device. Under the name of each institution in the accredited list should appear certain pertinent facts, as for example, short statement of objectives; curricula offered to carry out objectives; expenditure per student; type of institution; enrollment; number of degrees and certificates granted; number and average salary of faculty, etc. This statement would thus become a

concise statement of the field or fields in which the institution was operating and the facilities with which it was attempting to carry on its work. I believe that the publication of the list in this way would for the first time avoid invidious distinctions, that it would have some real meaning to interested persons, and that it would act both as a restraint and as a stimulant to each institution.

My friends, the issues which I have attempted to set forth almost all grow out of one fundamental assumption; namely, that the present minimum specific standards for higher institutions will be replaced by optimum general standards. The implications resulting from this radical change in policy will make it necessary to revamp the whole procedure of accrediting, and it opens the way to the Association for the first time to expend the major part of its energy in a program of friendly stimulation and assistance to institutions that have been recognized by the Association. The Association will be constantly seeking and emphasizing quality of performance at individual institutions. At the same time the quality of its own procedures will be in constant review by the member institutions. Indeed, if perchance the secondary schools follow our example and remove the present artificial support which the list enjoys in the several states, the list of accredited higher institutions will have to stand alone on its merits. Such a challenge should be encouraging to all those who believe that no other type of educational organization is so well suited for that rare combination of consideration, stimulation and action as the North Central Association of Colleges and Secondary Schools.

IV. THE PRODUCT OF HIGHER EDUCATIONAL INSTITUTIONS

M. E. HAGGERTY, *University of Minnesota*

At the beginning of our investigation of accrediting procedures the Committee in Charge of the Study was frequently urged to devise a method for "evaluating the product" of institutions of higher education. Should we be able to do this, the argument ran, we would be absolved from the obligation to describe the characteristics of a "good" institution. In the accrediting of a college, the Association would merely inquire as to the quality of its product, ignoring altogether the means by which the finished article was produced. In such a process the usual items of inquiry, such as those relating to faculty, curriculum, and endowment would be disregarded. The quality of men and women issuing from an institution would be the sole criterion upon which it would be judged.

The allurements of this proposal, which arose from a number of different quarters, elicited a generous response from all of us. The simple theory upon which it is based and its promise of obviating many of the troublesome problems involved in creating dependable standards lend to it an unmistakable appeal. We have, therefore, undertaken at considerable expense to explore its possibilities; and with your forbearance, I shall run in review the several proposals suggested.

Undoubtedly the thing primarily in mind when one speaks of "the product" of an educational institution is the character of the students who graduate from it, their individual successes and their contributions to public and social welfare. Every educational institution possesses some information of this type concerning its own graduates, information about individuals who have achieved distinction in law, or medicine, or religious work, or public affairs. A considerable number of institutions have made more or less sys-

tematic studies of the whole body of their alumni, dealing with such matters as occupations, incomes, and public service. We have in hand numerous manuscripts and printed documents of this type. The variable factors surrounding individual institutions and the different methods employed in securing alumni information make unreliable any comparisons of the information supplied by the several institutions. Should it be deemed desirable to make comparisons in terms of alumni achievement, it would be necessary to employ a uniform method in collecting information and to equate in some fashion the varying purposes of institutions and the economic and social milieu in which they operate.

THE LAND GRANT STUDY

The Survey of Land Grant Colleges and Universities, by means of a uniform questionnaire, collected information from thirty-seven thousand alumni of land grant institution. The inquiry dealt with such matters as education, fields of specialization, graduate study, age, size of community in which students lived, self-help during college days, conditions affecting choice of vocation, relation of training to later occupation, present occupation, ownership of businesses, capital accumulations, and present annual salary. The Survey in reporting the data did not make a comparison of institutions, although such comparisons would have been possible. Dr. Palmer O. Johnson, using the returned questionnaires, made a detailed analysis for one large state university, a study which sheds important light upon the product of that institution, giving to its faculty and administrative officers information useful in evaluating its services to students and to the state.

This Land Grant Survey material

would have been made available to us had it been requested, but inasmuch as it was confined to a single type of institution, the value of it would have been restricted for our purposes. On our own part we gave some attention to the possibilities of an alumni study and went so far as to outline several possible procedures that might have been employed. It seemed clear that no adequate use could have been made of these methods without throwing upon individual institutions, as well as upon the Committee, a large burden of expense and work. Because of these considerations we decided to postpone employment of this method until such time as we had explored the possibilities of certain other studies which, at the time, appeared somewhat more promising.

SUCCESS IN GRADUATE STUDY

There was already under way a restricted alumni study which promised some aid to our project. This was an investigation of the records of college graduates in graduate study. The method of this investigation was developed at the University of Minnesota in a study of graduate students in that institution. It was later extended to include the graduate schools of seventeen other universities as follows: Chicago, Clark, Illinois, Indiana, Iowa, Kansas, Michigan, Missouri, Nebraska, Northwestern, Ohio, Princeton, Stanford, Texas, Washington, Wisconsin, and Yale. From all of these graduate schools there have been collected the names and records of more than 26,000 students drawn from approximately nine hundred undergraduate colleges. These students entered and were in attendance at graduate schools in the five year period between September, 1926, and June, 1931. For each of these students the following information is available: institution of baccalaureate degree, major and minor subjects, num-

ber of graduate hours for which enrolled, hours completed satisfactorily, hours failed, hours incomplete, period and dates of graduate residence, record in graduate examinations, and degrees received. So long as the study was confined to a single graduate institution, it was possible to use a more detailed analysis of records; but when it was extended to so large a group of universities, some with slight and others with large variations in records, it became necessary to seek a common denominator for all institutions. The items noted in the list constitute common measures that have wide applicability. With the data in this form it is possible to measure the effectiveness of an undergraduate institution in terms of the record of its graduates in a large number of graduate schools.

The items for the 26,000 students are now punched on cards for mechanical tabulation. With this done it is an easy matter to determine for any undergraduate college the combined record of its graduates in all the graduate schools which have submitted data. It is possible, also, to gain some understanding of the relative standards of the graduate schools themselves.

Although the work of sorting and tabulation is just now being started, it is possible to cite some illustrative cases. Primary data for a small group of representative undergraduate colleges are given in tabular form (Table I). This table gives for each college the number of students entering graduate study, the number of graduate institutions in which they enrolled, the percent of graduate hours satisfactorily completed, and the per cent awarded graduate degrees. One institution, a four-year liberal arts college, designated A, within the period supplied 68 students to graduate schools. They distributed to ten institutions, not more than 22 in one school. This group of students, within the period designated,

completed successfully a total of 1556 hours of graduate study, which was 95.3 per cent of all work for which they were enrolled. Another institution of the same general type, indicated by O, sent 83 students to six graduate schools. This group completed but 77 per cent of their work satisfactorily, and only 3.6 per cent

be regarded as the purpose of undergraduate schools, the method offers interesting possibilities for accrediting. It could not, of course, satisfy all the needs of the North Central Association, which are broader than those of graduate study.

It is clearly admitted that this method of approach has definite limitations.

TABLE I
RECORDS IN GRADUATE STUDY OF THE GRADUATES OF FIFTEEN UNDERGRADUATE COLLEGES IN NORTH CENTRAL TERRITORY

INSTITUTION	NUMBER OF CASES	NUMBER OF GRADUATE SCHOOLS REPRESENTED	PERCENTAGE OF WORK COMPLETED SATISFACTORILY		PERCENTAGE OF ENTRANTS AWARDED DEGREES	
			Per Cent	Rank Order	Per Cent	Rank Order
A	68	10	95.3	3½	35.3	1
B	137	15	93.9	6	31.4	2
C	140	11	96.1	2	26.4	3
D	13	5	89.6	12	23.1	4
E	224	11	94.4	5	22.8	5
F	36	8	93.5	7	22.2	6
G	35	6	89.5	13	20.0	7
H	165	8	91.0	11	19.4	8
I	127	6	95.3	3½	18.9	9
J	16	5	98.3	1	18.8	10
K	131	6	92.6	8	18.3	11
L	91	8	86.6	14	17.6	12
M	57	6	91.9	9	17.5	13
N	116	7	91.6	10	12.1	14
O	83	6	77.1	15	3.6	15

of them received graduate degrees. If these figures could be taken at their face value, it would appear that the likelihood of a graduate of College A completing a graduate degree is ten times as great as that for a graduate of College O.

These figures are subject to correction in a variety of ways. They must be weighted for the percentage of college graduates going on to graduate study, for the rigidity of standards in the graduate schools themselves, for fields of major specialization, and for a number of other factors. It seems clear, however, at this time that a complete analysis of the data will reveal distinct differences in undergraduate colleges as preparatory agencies for graduate study. In so far as this could

Preparation for graduate study is only one and in many colleges a very secondary purpose of undergraduate work. It is obviously excluded as a method of appraisal for colleges whose curriculums are less than four years in length. With careful regard for such limitations it will still be interesting to see if the colleges whose students show superior achievement in graduate study are the ones which satisfy most completely our present standards. Does the superior undergraduate faculty as determined by our criteria produce the superior product for graduate study? What is the relation of graduate study to college endowment, cost per student, good administration, teaching load, and other criteria of col-

lege evaluation? Upon such questions this study should shed some light.

MEDICAL APTITUDE TESTS

Early in our investigation the representatives of the Association of American Medical Colleges proffered us their records. Among other things they placed at our disposal the results of the Scholastic Aptitude Tests for Medical Students for the year 1932. They have promised us the similar data for the year 1933. These records are given by names of students and are classified by institutions in which the premedical work was done. All kinds of undergraduate colleges are represented: universities, four year liberal arts colleges, teachers colleges, and junior colleges, although the nature of selection among these several types of institutions is, of course, highly variable. Within such limitations as can be described, the relative effectiveness of the several institutions in preparing for this medical entrance examination can be determined.

The records give both the examination score and the percentile rank of each student. From these data it is possible to calculate a rough measure of each institution. For illustration we may take two fairly large institutions situated in a single metropolitan area. One of these sent eleven students to the examination; the other sent eighty-five. The median percentile rank of the one group was 8; of the other group, the corresponding figure was 65. A table showing the relative position of forty-three colleges of varied types is here presented (Table II). The numbers in many of these cases are too small for important conclusions. They do embrace, however, the entire offering of the college to medical schools for the year in question. A somewhat more dependable picture is presented in another table (Table III), where the numbers in each case approximate ten

or more students. We have here grouped institutions by type, placing eight in each group. The groups are junior colleges, four year arts colleges, teachers

TABLE II
STANDINGS IN MEDICAL APTITUDE TESTS OF
FORTY-THREE NORTH CENTRAL COLLEGES

Institution	Type of Institution	Number of Students	Median Percentile Rank
A	J.C.	1	85
B	4	2	80
C	J.C.	12	75
D	4	2	70
E	4	18	66
F	4	86	65
G	4	5	65
H	4	6	65
I	J.C.	4	65
J	4	2	60
K	4	4	60
L	4	11	59
M	4	3	55
N	U	47	55
O	T.C.	3	55
P	Ag.	4	55
Q	J.C.	2	50
R	4	10	50
S	4	4	50
T	U	15	49
U	U	77	46
V	4	10	45
W	U	34	45
X	4	8	40
Y	J.C.	2	40
Z	4	2	40
AA	T.C.	7	36
BB	4	6	35
CC	4	1	35
DD	4	2	35
EE	4	6	35
FF	T.C.	6	35
GG	M.U.	12	33
HH	4	12	26
II	4	8	26
JJ	T.C.	4	25
KK	4	7	25
LL	4	6	25
MM	J.C.	8	20
NN	4	2	20
OO	4	19	16
PP	J.C.	5	15
QQ	4	11	5

colleges, Catholic colleges, women's colleges, and universities; but this order of enumeration is not the order of listing in the table. The table exhibits clearly the

TABLE IV
MEDIAN SCORES AND RANKS FOR THREE SUCCESSIVE YEARS OF SIXTY
INSTITUTIONS ON THURSTONE PSYCHOLOGICAL EXAMINATION

INSTITUTION	RANK				SCORE		
	Combined Score	1928	1929	1930	1928	1929	1930
A	1	1	1	1	227	223	235
B	2	2	2	2	201	196	205
C	3	4	5	3	189	181	193
D	4	5	3	5	184	185	184
E	5	7	4	6	177	182	176
F	6	11	6	4	166	176	188
G	7	6	7.5	8	179	173	167
H	8	8	7.5	7	170	173	174
I	9	3	9	13	200	172	125
J	10	9	14.5	10.5	169	160	163
K	11	14	12	9	160	165	165
L	12	14	14.5	10.5	160	160	163
M	13	10	10	24	167	170	140
N	14	12	11	31	164	169	137
O	15	16	17.5	12.5	157	153	157
P	16	18.5	17.5	12.5	154	153	157
Q	17	18.5	16	14.5	154	156	150
R	18	14	19	15	160	150	148
S	19	21	13	19.5	146	163	138
T	20	20	20	19	152	148	144
U	21	27.5	22.5	11.5	137	144	150
V	22	26	28	27	138	147	139
W	23	30.5	24	13	133	143	145
X	25.5	17	48	21	155	116	142
Y	25.5	24.5	30	27	139	135	139
Z	25.5	29	29	20	134	136	143
AA	25.5	22	26.5	36.5	143	139	131
BB	28	24.5	31.5	29.5	139	134	138
CC	29.5	23	33	34	142	133	133
DD	29.5	33.5	28	22	130	137	141
EE	31	38	22.5	27	124	144	139
FF	32	27.5	25	39.5	137	141	127
GG	33	35	31.5	35	117	134	132
HH	34	45.5	38	17	117	128	147
II	35	30.5	38	41.5	133	128	126
JJ	36	33.5	45.5	36.5	130	122	131
KK	37	42	35	38	122	130	130
LL	38	40.5	26.5	46	123	139	119
MM	39	32	38	45	132	128	120
NN	40	35	41	39.5	126	126	127
OO	41.5	43.5	47	32	121	120	135
PP	41.5	43.5	49	24	121	115	140
QQ	43	50.5	43	24	109	124	140
RR	44	40.5	51.5	33	123	113	134
SS	45.5	38	41	47	124	126	118
TT	45.5	47.5	36	41.5	113	120	126
UU	47	47.5	41	44	113	126	123
VV	48	50.5	34	53	109	131	107
WW	49	56	44	48	103	123	116
XX	50.5	45.5	55	49	117	109	112
YY	50.5	52	45.5	51.5	107	122	109
ZZ	52	38	55	55.5	124	109	102
AAA	53	54	50	49.5	104	114	110
BBB	54	54	53	49.5	104	112	110
CCC	55	54	59	51.5	104	97	109
DDD	56	49	57	59	112	107	87
EEE	57	58	51.5	58	98	113	88
FFF	58	59	58	55.5	92	98	102
GGG	59	57	60	57	95	96	96
HHH	60	60	55	59	91	109	85

Correlations (ρ) between the ranks for each year and rank of combined score:
 ρ for 1928 ranks and rank of combined score = .967
 ρ for 1929 ranks and rank of combined score = .960
 ρ for 1930 ranks and rank of combined score = .900

differences in types. Some of these differences may be explainable by the fact that certain groups of schools make a definite effort to prepare students for medical schools, while in other groups such preparation is merely an incident to other more clearly accepted functions. This statement will not, however, explain all the differences evident in the table.

TABLE III

STANDINGS IN MEDICAL APTITUDE TESTS OF GROUPS OF INSTITUTIONS ARRANGE BY TYPES

Type of Institution	Number of Students	Median Percentile Rank
A	43	68.0
B	257	58.6
C	528	57.5
D	140	52.5
E	78	31.0
F	218	26.2

THE USE OF EXAMINATIONS

In an effort to secure objective evidence of the educational quality of institutions included in the group selected for special study, consideration has been given to the use of examinations. Examinations have been urged directly as a basis for accrediting. So strong was the pressure for this procedure that one agency advertised to the institutions of this territory that we would use the tests that agency was sponsoring. The Committee in Charge of the Study has never accepted this view for reasons that will become clear in this discussion. We have, however, outlined a plan for limited use of examinations. This plan embraces the use of both psychological examinations designed to measure the ability of students and of subject matter examinations the purpose of which is to evaluate the achievement of students which is in part, at least, the result of instruction.

PSYCHOLOGICAL EXAMINATIONS

The plan provided for the use of comprehensive psychological examination

with entering freshmen students in the autumn of 1932. For this purpose the Thurstone Psychological Examination, sponsored by the American Council on Education, was selected, an examination which has already had wide use in American colleges. Because of its extensive use there were already available considerable data from colleges in North Central territory as well as from those in other parts of the country. In some cases colleges have given this examination over a period of years, and much data of this type is available to the Committee.

The results from this examination clearly reveal two important facts. The first is that colleges differ markedly in the intellectual level of entering freshmen insofar as such ability is measured by the group intelligence examination; the second significant fact is that individual colleges maintain from year to year about the same relative status, rising and falling within narrowly defined limits on successive annual applications of the examination.

Both of these significant facts are apparent from a table (Table IV) of median scores from 60 institutions which have employed the Thurstone tests in three successive years. In this table the institutions are arranged in the order of the combined median scores for the three years. The institution with the highest score is placed first, and the others range in order downward to the one with the lowest score. The average median score for the first institution is 228; for the last institution it is 95. There is, of course, some overlapping between the two institutions; but a study of the probable errors of such groups clearly indicates that, except for marginal overlappings, the two student bodies in question are almost discretely separated in intellectual ability so far as such ability is measured by the intelligence examination.

To be sure, the meaning of this fact is conditioned by the degree to which a score on the examination indicated the ability to do college work. We know that the relationship between intelligence examination scores and success in college study is far from perfect, but we also know from many studies with this and other tests that the relationship is positive and significant. This meaning has added significance in this table since we are here dealing not with records of individual students but with median scores for whole student groups. The implications of these varying intellectual levels of different student bodies for the adaptation of college curricula and the methods of instruction are very great. These facts also suggest imperative considerations necessary in the interpretation of achievement test scores designed to measure the results of instruction. It becomes perfectly clear, for instance, that with equally good methods of instruction two colleges may stand far apart in achievement because one is working with students of high ability while the other works with students of mediocre or inferior intellectual status.

It may not be out of place to deal here briefly with a rather widely held but false assumption in regard to college entrance. It is frequently urged that the intellectual level of college entrance should be fixed at a certain point and that applicants falling below that level should be excluded from college altogether. If this level were fixed by conditions prevailing in institution 1 in our table, then almost whole student bodies now resident in other colleges would be excluded; and a considerable number of colleges in our territory would find themselves with but few, if any, students. Such conditions prevail not merely as between different colleges, but they are equally evident as between the different collegiate units of many large universities. The rigid appli-

cation of a selective principle which fixes the threshold of college entrance in any such manner will hardly be accepted now by American society, nor is there any prospect that it ever will be so accepted. While we shall not deny to a particular institution or unit the privilege of a rigid process of selection within its own area, we shall not soon permit such an institution or a group of such institutions or any other outside agency to crush another institution which deals effectively with young people of admittedly more limited gifts. What we may legitimately ask of any institution is that it clearly apprehend its function in terms of the character of its student body, that it frankly state its purposes and its program, and that it adapt its procedures to the character of its clientele. Let any institution do these things, let it drop its pretenses of being something that in the nature of the case it can not be, let it demonstrate that it can perform a useful service for the type of youth who seek its ministrations, and it will be as worthy of social recognition as the one which prides itself on the high intellectual level of its student group. The individuality and differential purposes of an institution are precious assets in our social economy, and they must be protected by any accrediting agency that would not do violence to public welfare. We would not make individuals alike; neither may we coerce educational institutions into a single mold. It is not unvarying conformity to a single pattern that we seek; it is effective institutional service to the widely varying abilities and interests of the young people who seek, through higher education, a meaningful preparation for the kind of life they desire and can achieve. What we require is that an institution shall illuminate its practices by a clear understanding and description of the particular functions it essays to perform for the particular group of stu-

dents who choose to enter its doors. In the light of this principle an understanding of the intellectual characteristics and interests of each student group becomes of first importance to each institution itself and to any accrediting agency to which it is in any way related.

THE MATHEMATICS STUDY

In dealing with achievement examinations the Committee has sought the counsel of subject matter specialists at every point. Advantage was taken of the annual meetings of the two mathematical societies to assemble a group of mathematicians distinguished alike for their standing as mathematical scholars and as leaders in the teaching of the subject. To the group of eight men was presented our problem of evaluating mathematical instruction in colleges and universities. Specifically they were asked to propose tests that might be used. They repudiated with a surprising unanimity the whole idea of measuring mathematical instruction by means of examinations. Quickly it was agreed that there are now no tests available that would give a fair evaluation of student achievement in mathematics. This attitude was not due to ignorance of recent attempts to improve examination in mathematics and in other fields. The idea was rejected on more fundamental grounds, namely, that the objectives sought in mathematics instruction do not lend themselves to evaluation by means of examination techniques, even of the improved type now commonly employed. The general tendency in examinations, it was pointed out, is to use items dealing with information and narrowly defined skills, whereas the important aim in mathematics instruction is to develop on the part of the student the capacity to solve problematic situations by means of mathematical techniques, to invent new modes of thinking, to be resourceful be-

fore novel circumstances. Very definite expression was given also to the fear which continuously haunts competent and conscientious instructors, namely, the fear that coercive examination procedures will exert a reactionary and evil influence upon the curriculum and upon the instructors.

Pressed for an alternative to an examination program, this group of mathematicians themselves proposed a project which, with their aid, the Committee has in the past year carried out. In substance it was urged that the way to evaluate the competence of an institution in teaching mathematics is to find out what is actually going on. As an index to the existing condition in any school it was suggested that the examinations actually given by instructors in the school be secured along with the papers written by students in attempting the examination. From these data could be secured the conception of the instructor as to accomplishment in his course, and along with it, the actual achievement of the students themselves.

After considerable discussion and conferences lasting over several months, this proposal was accepted by our Committee, not because it promised any exact or magical evaluation of an institution, but because it appeared adequate to give us some knowledge of institutional competence. It was more readily accepted because the mathematicians themselves agreed to accept full responsibility for dealing with the material and reporting results to our Committee. Consequently, all the institutions in our special group were asked, late in the year 1931-32, to submit their examination materials for the close of the spring semester of 1932 in all freshman and sophomore courses in mathematics. This request has been cordially accepted by all but one of the institutions, although material did not arrive from all of them in time for the

analysis which was made in the summer of 1932. It has been possible, however, to analyze material subsequently submitted and to fit the results into the pictures.

Professor Earl R. Hedrick of the University of California at Los Angeles was requested to assume responsibility for the study of the submitted data. He chose as colleagues in the enterprise Professor H. E. Slaughter of the University of Chicago and Professor Dunham Jackson of the University of Minnesota. This jury of mathematicians convened at Minneapolis where the material had been assembled. They held conferences there and with other mathematicians at Madison, Wisconsin, and at Chicago. They also conducted a somewhat extended correspondence with teachers of mathematics elsewhere.

As a result of these deliberations they developed a technique for evaluating the material at hand. Our Committee had asked them to do two specific things: first, on the basis of this material, to give us a ranking of the fifty-seven institutions in our selected group; and second, to propose, if possible, a modification of the original method which might be usefully employed in accrediting procedures. For this purpose they had in hand four types of material as follows: (1) examination questions used in the final examination at the close of the spring semester, 1932; (2) the papers written by all students upon these examinations; (3) the marks assigned to these papers by the instructors who graded them; (4) the marks turned in to the registrar's office for each student as a record of his achievement for the semester. The courses covered included college algebra, trigonometry, analytics, differential calculus, and integral calculus. For each of these courses this jury developed, in cooperation with other mathematicians, a content scale for each course in question. They secondly developed a scale of

student mastery by means of which they rated the examination papers of individual students. From these data they developed scores for each of the several courses, studied the character of the examinations themselves, calculated numerous coefficients of correlation among the various evaluation items, and finally, developed an institutional score. They also had available the records of individual mathematics instructors in the institutions. With these in hand they were able to study the relationship of the institutional ratings to faculty qualifications.

In rendering its report, which is a type-written manuscript of twenty pages with about fifty additional pages of tables and detailed data, the jury of mathematicians described the purposes which at the beginning of the study it accepted as possible. The purposes can best be stated in the words of the report:

- a. To select the very worst schools and the very best schools, leaving a considerable body of mediocre and fair schools without definite classification.
- b. To rank the schools in definite order. (This is a more ambitious program than *a* above, and it may be quite difficult.) For this we shall have the following data:
 - (1) The tabulated material regarding the faculty from the questionnaires.
 - (2) The tabulated data from the examination questions and books which we can secure.
 - (3) A tabulation of the correlations between the grades on the examinations, the grades given the same students on the whole course, and independent markings of the same books on selected samplings.
- c. To state some principles regarding the proper conduct of the several courses.
- d. To discuss good and bad types of examination with recommendations concerning objective (or new type) as compared with the essay (or old type) examinations.
- e. To devise some method of evaluation supplementary to the method formerly in use by the Association which might be used to determine the quality of the work in mathematics in a given institution applying for

membership in the North Central Association. (We shall be able to advise critically whether just such examinations and examination books can be used effectively for this purpose. One suggestion is that the course on calculus alone may be sufficient to determine at least a presumption of satisfactory or unsatisfactory character.)

The report then concludes as follows:

The Committee has attempted to follow this program and it is our belief that the major objectives have actually been attained.

It further comments as follows:

It has been in the mind of the Committee from the start that an effort should be made to place this work on such a basis that it might be continued in the future without the presence of any of those now associated with this work. A careful examination of the various items mentioned in sections 4 and 5 will show that it is entirely possible for persons of the intelligence of those who assisted us this summer to take new examinations at any time in the future and to obtain approximately the same type of results, with an accuracy which seems to use to be sufficient. There is no claim that the final score is numerically accurate, but all those who have been associated with work have been more and more impressed as they became acquainted with the actual operations that a high score was quite impossible for a poor college and conversely.

Finally it commends its own method in the following words:

It seems to the Committee to be desirable to discuss the differences between the procedure which we have adopted and the possible procedure which makes use of a general test of uniform character to be given to the students in all colleges simultaneously.

It is our unanimous opinion that the present method is superior for several reasons. Of these reasons the first and most pronounced is that the present method does not involve the danger which exists in all plans for general testing, namely, that teachers may come to conduct their whole course mainly for the purpose of passing such a general test. This has certainly happened in the case of general tests used in schools of lower grade and it is admitted by all except those who are highly prejudiced that the effect on such schools has been extremely bad or disastrous, particularly in mathematics.

While it may be felt that college teachers in general would be of a sterner mould and would resist this tendency, we doubt very much whether resistance would be effective, particularly in those schools in which it is most desirable, namely, the small college which is just on the threshold of admission to the North Central Association.

Another advantage of the present method is that the judgments reached, while admittedly subject to considerable question insofar as the detail of numerical marking is concerned, do depend on the work actually done in the institution under investigation, rather than upon a test superimposed from without. Objection is very common in the case of general tests that persons of independent mind will not prepare their students for this particular test. The natural defense in case of failure is that the things asked on the tests were not things taught in the classes and that the instructor, being as he should be, independent, refuses to adapt his course to the passing of the examinations. Such a defense is obviously impossible under the procedure used by the Committee. None of these colleges and no instructor can claim that the materials used by the Committee were other than the representative materials for his own course.

A final point is concerned not with effects upon instruction but rather upon the psychology of all who undergo such surveys or examination. It is very common to have objections raised, sometimes violent, against the labor and expense attendant upon such surveys. There is no doubt but that this objection would be raised very forcibly if it were proposed to give general tests in mathematics, devised outside of each of the colleges, and to require all students in a college to take such a test. It is the unanimous opinion not only of the present Committee but also of the entire group which met with Dean Haggerty in 1931 that this objection would be valid and that the test would not be carried out except in the schools that were in a doubtful position in the North Central Association which would make it necessary for them to submit to any procedure suggested by the Association.

Finally, it is the serious opinion of the Committee that the experts in the field (in this case mathematics) *will accept the results* obtained by such a process whereas they would reject results obtained under any general test as not significant and not trustworthy. This is the opinion not only of the present Committee on Mathematics, but of all those consulted last year.

TABLE V
STANDINGS IN A NUMBER OF MEASURES OF EDUCATIONAL STATUS AND PRODUCT OF NINE INSTITUTIONS IN THE SPECIAL STUDY GROUP

INSTITUTION	THURSTONE TESTS			MATHEMATICS STUDY		GRADUATE STUDY		GRADUATE STUDY		MEDICAL APTITUDE		READING TESTS		NATURAL SCIENCE TESTS		SOCIAL SCIENCE TESTS		LANGUAGES TESTS	
	1932 Score	Rank		Score	Rank	Per Cent Work Completed Satisfactorily	Rank	Per Cent Receiving Degrees	Rank	Median Percentile Rank	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
		Rank	Score																
A	158	4	48	7		95.3	1	35.3	1	65	2								
B	139	9	59	5		94.4	2	22.8	3	36	4								
C	217	1	90	1		93.9	3	31.4	2	66	1								
D	165	3	56	6		93.5	4	22.2	4	25	8								
E	142	8	38	9		91.9	5	17.5	8	35	5.5								
F	152	6	64	3		91.6	6	12.1	9	26	7								
G	191	2	62	4		91.0	7	19.4	6	50	3								
H	151	7	39	8		89.5	8	20	5	5	9								
I	155	5	66	2		86.6	9	17.6	7	35	5.5								

ACHIEVEMENT EXAMINATIONS

As in the case of the mathematicians we have sought the counsel of other academic teachers and of those who have been working with them in evaluating their work. As a result we propose to give examinations to sophomore students at the end of the present term, in modern languages, in social sciences, and in natural sciences. The entire expense of these examinations, including the scoring, has been assumed by the Committee. The institutions are asked only to give the examinations and to return the papers to us. We assume responsibility for all clerical and statistical work.

For examinations in modern languages we have solicited the aid of Professor Henmon, who, as you will all recall, directed the preparation of tests and examinations in the Modern Foreign Language Study. He has continued his connection with the group sponsoring that investigation since its major work was closed and has recently prepared examinations designed to measure a reading knowledge in French and in German. The appropriate examination will be taken by all freshmen and sophomore students who are studying either of these languages on the date the tests are given.

In the case of the social studies we have had the aid of the Commission on the Social Studies in the schools sponsored by the American Historical Association. During a five-year period this Commission has given extensive study to social science examinations. The agents of the Commission have done a vast amount of experimental investigation and have reached some conclusion as to the most useful types of examinations for particular purposes. The officers of the Commission have recommended a composite test covering all of the social studies. It seeks a general evaluation of student knowledge in the

field and is independent of any particular course or method of instruction. It is claimed that the results will reveal the competence of students at the time the test is given. Your Committee has accepted the recommendation of this Commission and will use the proposed test.

The examination in the natural sciences will embrace a variety of tests in botany, chemistry, physics, and zoology. It has been prepared under the direction of Professor R. W. Tyler of Ohio State University who, in addition to experimental studies in his own institution, has cooperated with the American Chemical Society and other agencies in the study of examinations. Items in the examination have been provided by ten academic instructors and examination specialists.

In addition to these subject matter examinations we have provided an examination in reading comprehension. The degree of mastery of English prose is not, except in rare cases, the result of instruction in any particular course. It is a composite skill deriving from the natural ability of an individual and the whole course of instruction to which he has been exposed. While it can not be said, therefore, that the level of reading ability characteristic of a college group is the direct result of instruction in that college, it can be urged that the degree to which students can read English prose conditions the whole level of instruction possible in that college. The primary instrument of college instruction is books, which for American colleges means English books. The library is its locus and its symbol. These books are written in varying styles and in degrees of difficulty which experiment shows are frequently beyond the capacities of the college student to whom they are assigned. Knowledge of the degree of reading competence of a body of college students is thus a clue, though an indi-

rect one, to be sure, of the level of intellectual activity possible in a particular institution.

The enumeration of these several modes of measuring the status and the product of a college should not mislead any one as to the purpose for which they are being used. They are not now invoked with the idea that any one of them nor all of them combined will give us directly usable techniques of college accrediting. Our primary purpose is to build up, by means of them and of other measure derived by other methods, a composite evaluation of an institution against which we may check the more easily observable characteristics of a college. They constitute a more direct approach to the educational qualities of an institution than do figures on endowment, teaching load, curriculum requirements, or judgments as to the quality of administration. If it should be found, for instance, that there is no determinable relationship between the training of a faculty and the educational product of an institution, we may need to consider again the value of advanced degree requirements for faculty members. Such data may, on the other hand, reinforce our faith in faculty training and indicate a more rigid requirement. Conclusion concerning such questions as these and numerous others that arise at once in our minds must wait a complete analysis of all our data through extensive statistical treatment, a difficult task that still lies ahead.

It may be of interest to see a single array all of these measures for a few institutions. Obviously data are not at hand for some of the measures and will not be until the tests have been given and scored. The table (Table V), however, will show what will be available in time.

It should be kept in mind that these measures of institutional status and product are but one group of data which

we shall have for each institution. We have explored a number of other fields: financial facts, curriculums, purposes, faculties, administration, and student management; and we have the judgments made by the visitors upon a variety of factors. When all of these data are brought together, analyzed, and evaluated, we should be able to render a considered judgment upon the factors to be studied and stressed in institutional accrediting.

Upon one point I wish to clarify my own position which may be misjudged because of the extensive use we are making of examinations. It would be a great misfortune for American education if the colleges should so far surrender their individuality as to accept accreditation upon the basis of an examination program administered by the North Central Association or by any other agency outside of themselves. Achievement examinations in academic fields such as mathematics or language, or science or history are an essential element of instruction in these fields and not merely measuring devices of an educational product. Good examinations grow naturally out of the curriculum as it is taught, and vary in content and character as the curriculum and the instruction are altered. In turn they reflect upon the curriculum and upon methods of instruction and modify them. It follows that the one who builds an examination for a particular course must be intimate with the course and with the instructional procedures employed. If not the instructor he must, at least, be in close touch with the conduct of the course. If examinations are built by outside agencies, this intimacy is denied; if administered by outside agencies, their inevitable effect is to crystallize curriculums, to make the aims of instruction exotic, to cultivate uniformity that is deadening to virile instruction, to thwart the de-

sirable initiative of instructors, to hamper flexibility and individuality of teachers.

It does not follow from this view that examinations as now used in colleges are satisfactory. Every study of the subject which has been made points exactly in the opposite direction. Even within a narrow instructional field examinations exhibit a variability in type, content, and reliability that shows them to be undependable measures of student achievement or of the effectiveness of college teaching. The study of individual, departmental, and institutional practices reveals such variety of procedures, emphases, amounts of time employed, and uses of results that the present situation can be described only as chaotic. Nevertheless it does not follow from this admission of the unsatisfactory character of the present situation that col-

leges should abandon the examination function or surrender their individual responsibilities to an outside agency such as this Association nor to any of the good fairies who are eager to relieve them of their obligations. That is just what they can not do unless they are willing at the same time to abandon control of their curriculums, and of all of their essential educational activities. If any one doubts the inevitability of such a result, he need only consult the experience of those secondary schools which have been subjected to outside coercive examinations over a period of years. The revolt of the mathematicians is not merely emotional but is founded upon the sound educational philosophy that would keep instructors virile by protecting their individuality and initiative in instructional matters. To this philosophy I, for one, wholeheartedly subscribe.

V. A NEW TYPE OF STANDARD AND ITS EXPLICATION RELATIVE TO ADMINISTRATION

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The study of standards has progressed far enough to lead to a tentative conclusion that institutional excellence is closely related to the quality of the administration. It appears that poor administration constitutes a distinct weakness in a number of the institutions now accredited. There is evidence, also, to show that some institutions fail to meet certain of the present standards primarily because of inadequate control and direction of their resources.

In general, our study shows that institutions which have had good administration over a period of years tend to be good institutions, while those which have been poorly administered tend to be poor. The correlation between a rating of the fifty-seven institutions on the basis of general excellence and a rating of the same institutions on the basis of a judg-

ment of the general effectiveness of the personnel for administration is both positive and high. While these ratings are still tentative and subject to modification in the light of a further analysis of the data assembled, it appears probable that further study will not result in any marked change in the relationship discovered. Therefore, it seems appropriate to give careful consideration to the formulation and elaboration of a principle relating specifically to administration, as a basis for further consideration. The following statement is suggested as a tentative formulation of a standard on administration: "The institution should have a competent administrative staff of a size adequate to perform the necessary administrative functions. The emphasis will be placed upon the performance of administrative functions rather than

upon administrative personnel or organization, though the latter cannot be ignored."

It will be noted that this principle is stated in general rather than in specific terms. In this respect it conforms to the tentative conclusion of the Committee that all standards should be written in general terms. The writing of standards in general terms, however, will make it necessary to prepare an interpretation to accompany each standard. In this respect the proposed standards will not differ from the present ones, since interpretations now exist for most of the standards. The interpretations of the present standards are similar to the standards themselves in that they are legislative and definitive in form. It is expected that the interpretations accompanying the proposed standards will differ from the interpretations of the present ones in that the new interpretations will be written in the form of a discussion of principles and a presentation of examples. With this in mind, I shall proceed with an attempt to present an explication of the proposed standard on administration.

The question arises: "What is good administration?" This question might be answered in two ways: (1) by an appeal to "authority"; or (2) by an analysis of the way in which good institutions are administered. In the latter method of attack the question becomes: "What are the elements in the administration of a good institution that in general distinguish it from a poor institution?" In so far as the administration of standards is concerned, a "principle of good administration" that is universally accepted and applied by poor and good institutions alike is of no value. It becomes necessary to discover those elements of administration that tend to be present in good institutions and absent in poor ones. It is probable, however, that even the best institutions have some room for improve-

ment. It is not advisable, therefore, to take the practice of any single "good" institution as an infallible guide, and even the consensus of practice in a number of "good" institutions must be tested against other criteria, e.g., reasonableness and logic, before being accepted as desirable. Possibly this can best be accomplished by a presentation and discussion of some illustrations of the types of information that would be useful in evaluating the administration of an institution. It is not possible at this time to make any final statement as to the particular items that ought to be included in such a study, although it is expected that a further analysis of the data now in our possession will throw more light upon this problem. In view of the fact that this study is not yet complete, such illustrations as I shall give should be considered as subject to modification in the light of further information.

The total administration of an institution may be broken up for analytical study into a number of elements, such as the following: (1) functions performed by boards of trustees and board committees; (2) type of internal administrative organization, whether unit or multiple; (3) the administration of the teaching staff; (4) the administration of the curriculum; (5) the administration of extension activities; (6) the administration of the summer session; (7) the administration of student activities; (8) the administration and supervision of student employment; (9) the administration of public relations, including both financial and student promotion; (10) the administration of the budget; (11) the administration of invested funds; (12) the administration of physical plant facilities; (13) accounting procedures; (14) purchasing procedures; (15) methods employed in the collection of institutional revenue; (16) organization for stimulating scholarship and instruction.

The method of analyzing the administrative organization in the institutions included in this study, and the method employed in developing the proposed standards, will be illustrated by reference to three of the points mentioned, i.e., (1) the functions performed by boards of trustees and board committees; (2) type of internal administrative organization; and (3) organization for stimulating scholarship and instruction.

In analyzing the way in which the board of trustees and board committees function, we are interested in finding out whether the board and its committees limit their functions to legislative matters, or whether they participate also in the administration of the institution. We are also interested in discovering the extent to which individual members of the board attempt to administer directly the affairs of the institution.

At some of the colleges included in the study, administrative officers are responsible for the performance of all or almost all of the administrative functions. At a few institutions, however, important administrative functions have been retained by the board of trustees, and administration is carried on by board committees or by individual board members. At one college a committee of the board selected a member of the faculty without the approval of either the president or any other member of the faculty or administration. At a second institution a member of the board who is not an administrative officer of the college gives half his time to the direct administration of activities of a type generally administered by a business manager. The business manager of this institution stated that he felt under obligation to secure the approval of this board member before he took action on any important matter. At a third institution the board of trustees requested the president

to arrange for the reappointment of staff members for the ensuing year. Then, after the arrangements had been tentatively made, a faculty member who was highly respected by the president and by other members of the faculty, and who was recommended by the president for re-employment, was refused re-appointment by the board because of her religious affiliation. Practices such as these can scarcely fail to have a disastrous effect upon the morale of an institution. Our study shows that institutional control should be clearly differentiated between the external relations and the internal affairs of an institution. Boards of control should limit their functions to such matters as the formulation of general policies, the selection of the chief officer or officers of administration, and the confirmation or rejection of actions and recommendations of administrative officers and faculty bodies. The administration of the internal affairs of an institution should be delegated to administrative officers.

At a few institutions the problem of unit versus multiple administration assumes importance. Many colleges, particularly church-related and endowed institutions, have two or more major officers of administration, coordinate in authority and responsible separately to the board of trustees. The form of multiple administration found most frequently is dual administration, the president and the business manager being coordinate, each being responsible directly to the board. Where the by-laws of the board indicate that such an organization exists, it is not uncommon to find the business manager functioning as though he were responsible to the president and through him to the board. When he functions in this manner, the fact that he is operating legally as an officer coordinate with the president does not appear to affect adversely the effectiveness of the institution.

A few instances were noted, however, where the business officer is legally co-ordinate with the president and actually functions as a coordinate officer. In each of these cases the arrangement proved to be unsatisfactory, in that it clearly operated to increase the difficulty of securing an effective administration of academic matters. At one college where the chief business officer and the president are co-ordinate, the chief business officer is also president of the board of trustees, as well as chairman of the executive committee of the board. One of the faculty members of this institution stated that the staff members feel as though they are sitting on a volcano, and that they will continue to feel that way so long as the present arrangement continues.

One of the most important indexes of effective administration seems to be the degree to which the administrative officers can stimulate the staff to bring about improvement in scholarship and instruction. In some colleges the administration is constantly encouraging staff members to study their own problems with a view to bringing about improvement. In the case of others there seems to be little stimulation of staff members by administrative officers.

In connection with our study information was obtained from the fifty-seven institutions regarding measures which the officers of administration are taking to improve scholarship and instruction. In the case of a few institutions the officers were unable to point to any important administrative measure designed specifically for this purpose. Most institutions, however, reported some important measures designed to improve scholarship and instruction, and a few have developed rather elaborate programs for this purpose. Among the measures reported are the following: (1) a new policy of recruiting staff members from only the strongest departments of the

best graduate schools; (2) formal adoption of a policy permitting complete academic freedom for all staff members; (3) a change from the policy of promoting staff members on the basis of length of service to a policy of promoting them on the basis of merit and training; (4) a plan of bringing a number of eminent speakers from outside the institution to discuss educational problems with the faculty; (5) providing for the faculty members evening courses dealing with problems of college teaching; (6) regular provision for making available to faculty members all important books and journals relating to problems of college teaching; (7) regular faculty conferences to discuss the literature of higher education; (8) a requirement of some professional training for all new appointees to the faculty; (9) leaves of absence for study on full salary or half salary; (10) liberal funds for the assistance of staff members engaged in research; (11) subsidies for the publication of scholarly productions of faculty members; (12) funds for paying the expenses of faculty members to regional and national meetings of professional associations; (13) a system of exchange professorships with Harvard University, whereby twenty different members of the staff of Harvard have lectured at the college during the past twenty years; and (14) a continuous self-survey of the institution.

I have now discussed briefly the matter of organization with reference to three of the sixteen factors suggested for study in connection with a standard on administration. Time does not permit a discussion of organization as it relates to the other points enumerated. One aspect of administration which relates to all of these points should, however, be mentioned. In a study of administration, special attention should be given to the administrative records employed, to the reports of administrative officers, and to the gen-

eral effectiveness of the personnel for administration and control.

Almost all of the institutions which have been rated by the inspectors studying administration as being among the better institutions have excellent academic and financial records. There is a tendency, also, for the administrative officers of the better institutions to prepare extensive and detailed administrative reports.

As this study has progressed, it has become increasingly clear that the personnel factor is more important than the type of organization set up for administration. By this statement I do not mean that organization is not an important factor. Our studies show that some forms of administrative organization seem to lend themselves better to effective administration than others. Some forms are also more economical than others. That there is some relationship between certain aspects of the organization for administration and the general effectiveness of an institution is clear. It is not true, however, that effective administration is always associated with any one particular form of organization. Effective administration has been found under a variety of conditions. Well-qualified administrative officers seem to be able to serve effectively under any one of a number of different forms of organization, while poorly qualified administrators are unable to make the work of an institution effective under any form of organization. Of the two factors, personnel for administration on the one hand, and the machinery set up for administering an institution on the other, the personnel is more important than the machinery.

Up to this point I have attempted to explain the proposed standard on administration in terms of the principles involved. I shall now present some examples of the way in which good insti-

tutions actually carry on their administrative functions.

In order to illustrate some of the variations which exist among institutions in selected aspects of administration, I shall use as examples three institutions, all of which are considered as being among the most effective of the group studied. The first institution is a liberal arts college with an enrollment of approximately 900 students. It has an excellent plant and an endowment in excess of \$2,000,000. The expenditure per student in 1930-31 was approximately \$550. The second institution is also primarily a liberal arts college, although it has three coordinate divisions, a college of liberal arts, a conservatory of music, and a graduate school of theology. In 1930-31 this institution had an enrollment of approximately 1,600, an endowment of \$12,000 per student, and an educational expenditure per student of \$750. The third institution is a teachers college with an enrollment of approximately 3,000. It offers no graduate work, and limits its functions largely to the training of elementary and high school teachers.

Interesting differences exist in the organization and functions of the boards of control of these three institutions. The smaller of the liberal arts colleges is controlled by a board of trustees, consisting of twenty-four members. This board is self-perpetuating, although four of its members are nominated by the alumni of the institution. In the larger of the two liberal arts colleges there are also twenty-four elected board members. In addition, the president of the college is ex officio a member of the board and its president. One-fourth of the members of this board are elected by the alumni from among the graduates of the institution, while the other three-fourths are selected at large by the board itself. The teachers college is controlled by a board of trustees

of only nine members. This board also has control of all of the other state institutions of higher education in that state. Members are appointed by the governor with the approval of the senate. Board members are elected for a term of four years at the smaller liberal arts college, and for terms of six years at both of the other institutions. At all three institutions they are eligible for re-election. The average length of service at all three institutions is between ten and eleven years.

Because of the large size of the boards of trustees of the two liberal arts colleges, the number of regular meetings held each year is limited to three in the smaller of the institutions and two in the larger of them. The board of trustees of the teachers college meets regularly twelve times a year.

There are several disadvantages connected with large boards of trustees. In the first place, board meetings are usually attended by only a small proportion of the members. A second disadvantage is that the individual board members tend to take less responsibility and feel less interest in the work of the institution. A third disadvantage, possibly more important than either of the first two mentioned, is that a large board tends to disintegrated action by committees. This is particularly true in the case of the smaller of the two liberal arts colleges.

At the smaller of these two liberal arts colleges there are ten regular committees of the board, including an executive committee. The executive committee meets monthly and carries on much of the work of the institution. The other nine committees meet at frequent intervals, with an average of from four to five meetings yearly for each committee. In addition to the ten committees of the board mentioned above, there are also twenty-four departmental board committees, one such committee for each academic department.

In a number of cases these departmental board committees include as members men and women who are not members of the board itself, but are prominent educators holding administrative positions on the faculties of universities or secondary schools.

The members of the departmental board committees are expected to spend at least one day each year at the college for the special purpose of becoming acquainted with the personnel of the department, the equipment, expenditures, courses offered, unfavorable conditions, and opportunities for expansion. After a conference with the departmental chairman and the president, each of these committees makes recommendations to the trustees regarding the department.

At the larger of the two liberal arts colleges the most important committee appointed by the board is a committee consisting of the president, the assistant to the president, the treasurer, the secretary, and nine other members, all of whom are administrative officers of the institution. To this committee is delegated the responsibility of administering all affairs of the college which are not specifically delegated to administrative officers or to other committees of the board. The general faculty is entrusted with the management of the internal affairs of the college, but must obtain the concurrence of the trustees in order to introduce any important change affecting the established methods or principles of administration. Many functions of a type which are usually discharged by administrative officers are handled at this institution by committees of the board. It is, however, significant to note that the president of the college, in addition to being president of the board of trustees, is also chairman of four board committees, including the executive committee, and is a member of an additional board committee of which he is not chairman.

The board responsible for the control of the teachers college has only two standing committees, one a committee on faculty, and the other a committee on building and business. This board does not find it necessary to delegate much of its work to committees, because of the relatively short time elapsing between board meetings.

At the smaller of the two liberal arts colleges almost all the administrative work is carried on directly by officers of administration. Members of the teaching staff carry a relatively light load of administrative or committee work. The aim of this arrangement is to enable each teacher to devote himself without handicap to the work of his department. The president of the college is the only officer who is responsible directly to the board of trustees. Five of the major officers of administration are responsible directly to the president and to him alone, while four others are responsible jointly to the president and the dean of the college. The faculty of this college is not a legislative body in the sense that some faculties are. It has not been granted final jurisdiction on any matter of educational policy. It has, however, functioned in an important way in determining the curriculum of the institution. Although the president has power to veto any action of the faculty, he seldom if ever uses this power. Many of the decisions with reference to administrative matters or matters of institutional policy are made in conference between administrative officers and the faculty members concerned. The departmental board committees serve as avenues for direct contact between members of the board of trustees and members of the faculty.

The larger of the two liberal arts colleges presents a striking contrast to the smaller one in the way in which it administers its internal affairs. Instead of placing administrative responsibility

upon individuals, such responsibility is vested in faculty committees. The dean of the college, however, is chairman of several of these committees. The position of the president of this institution is more nearly analagous to that of most chairmen of boards of trustees; while the dean of the college of arts and science, serving in the capacity of chairman of several important committees, has a position analagous in some respects to that of the president in the typical independent college of liberal arts.

Of the entire group of institutions studied, the larger of the two liberal arts colleges represents the extreme position in the extent to which administration is carried on through faculty and board committees. A description of the method of making appointments of staff members will serve to illustrate the point. If a vacancy in the staff below the rank of department head is to be filled, the appointment requires at least seven distinct actions, all but one of which are made by committees or groups. The recommendation for appointment usually originates with the head of the department in which the proposed appointee is to serve. The committees or groups which pass on the matter, listed in the order of their participation, are: (1) a committee of the unit in which the staff member is to serve, that is, the college or the seminary of the conservatory of music; (2) the council of the faculty of the particular unit concerned; (3) a committee of the faculty of the entire institution; (4) the general faculty council; (5) the board of trustees' committee on appointments; and (6) the board of trustees of the institution. The approval by all of the bodies to which the matter of appointment is referred is essential to the making of an appointment. While this is a somewhat extreme example, certain other administrative functions, such as faculty promotions and the preparation and adoption

of the budget, are equally as cumbersome. While the faculty members of the institution seem contented and happy in their work, their teaching loads have necessarily been reduced to compensate for the relatively large amount of time devoted to administrative duties. The cost of this type of committee administration is so great that it would clearly be prohibitive in most institutions. The expense of making a single appointment at this institution was estimated by one administrative official at more than \$3,000.

In many respects the teachers college is similar to the smaller of the two liberal arts colleges in the way in which its internal affairs are administered. Practically all administrative functions are performed by administrative officers serving as individuals. This institution has no academic dean. There are ten major officers of administration, all responsible directly to the president. There are also eighteen department heads responsible directly to the president. The responsibilities of administrative officers in the teachers college are clearly defined and lines of authority are sharply drawn. This method of administration is effective and much less costly than administration by faculty committees.

All three of these institutions have made excellent provisions for student health service. Possibly the most effective of the three institutions in the matter of health service is the smaller of the two liberal arts colleges, where the staff includes a dentist in addition to one full-time and two part-time physicians. The dental section of the health service is well equipped for diagnostic work. Students are given an opportunity to have a thorough dental examination, including a complete set of radiographs. The health service at this institution is open daily for free medical attention to students.

In each of the three institutions, there is a large measure of student self-government in extracurriculum matters. At the smaller liberal arts college, there is a student association which includes all students and controls all matters not falling under the jurisdiction of the faculty and administration, together with other matters which may be referred to it by the faculty or the administration. There is also a faculty-student conference committee, a publication board, and a men's and a women's forensic board, on each of which both faculty members and students serve. In addition there is a men's senior court which has charge of minor offenses among men students.

At the larger of the two liberal arts colleges, students participate in the government of the institution in much the same way as they do at the smaller of these colleges. There is a men's board consisting of the dean of men, the heads of all departments, eight faculty members elected by the faculty, the presidents of several student organizations, and four men students selected by the men's senate. This board is both a legislative and an administrative board. It has final jurisdiction in disciplinary cases which do not require the imposition of the penalty of probation, suspension, or expulsion, while in cases of the latter type, it makes recommendations to the general faculty. The organization for the management of the affairs of women students is similar to that for men.

At the teachers college, the entire program of extracurriculum activities, with the exception of athletics, is administered by the dean of women. She has been able to secure a very high degree of cooperation from students and student organizations, thus making her work a potent factor in the life of the institution. Through cooperation between the office

of the dean of women and the presidents of student organizations, a very desirable degree of student participation in extracurriculum activities has been developed. This plan has resulted in a fine spirit of cooperation between students and the administration, which contributes greatly to the general tone of the institution.

One of the most striking features of all three of these institutions is the completeness of the administrative records of the officers of administration and the adequacy of the reports which these officers make concerning their work. I shall not take time to do more than mention very briefly a few of the items included.

At the smaller of the liberal arts colleges annual reports are secured from all teachers. These reports are submitted to the respective departmental chairmen, who in turn submit them with their own reports to the president of the college. The report of each teacher includes information such as publications, contributions to current discussions of professional problems, relations to professional societies, public services, and public addresses. The report of the chairman of the department represents the opinions and desires of the department as a whole. It includes objective data relating to courses and number of credit hours given and of courses taught by each instructor, and a statement of the aims of the department.

The reports secured from faculty members and departmental chairmen are used extensively in preparing statistics for the annual catalogue. This catalogue includes a large amount of tabular data providing information on matters such as the teaching loads of staff members, assembled by departments and divisions; the number of students, classified by years in course, sex, semesters attended, place of residence, church

affiliation, and nationality of parents; and occupation of fathers. The catalogue also contains a classification of students enrolled, reduced to a full-time basis, an organization of enrollment data which is lacking in the catalogues of most institutions, but which is of great value to an institution planning to study student load and student costs over a period of years.

The records of the larger liberal arts college include practically all of the types of information provided by those of the smaller one, although the data assembled in the catalogue of the larger college are much less comprehensive than in the case of the smaller institution. The secretary of the larger college is now in the process of developing a complete college index which will cover the whole life of the institution in all of its phases, and will include information of a variety of types classified on a number of important bases. These data will have historical value and will make it possible for the college to study current problems in the light of recent trends in the development of the institution.

The system of records and reports at the teachers college is equally as elaborate as either of those of the two liberal arts colleges which I have described. Possibly the most important of the records kept at the teachers college are those included in a series of ten loose-leaf administrative notebooks. The following twelve items may be considered as representative of the several hundred items included in these notebooks: (1) enrollment spot maps showing the geographical distribution of students; (2) enrollment statistics classified on many bases; (3) statistics regarding extension service; (4) a tabulated inventory of plant and equipment; (5) a tabulation of daily utilization of all classrooms; (6) a distribution of degrees held by teachers of all departments; (7) distribution tables showing the number of

years of service of staff members; (8) a detailed record of the teaching staff engaged in supervising practice teaching; (9) detailed information regarding the living conditions of students; (10) complete records of aid granted students; (11) extensive records of athletic activities; (12) a record of grades awarded by staff members. One thing that makes these ten administrative notebooks particularly valuable is the fact that the information included is not limited to one year only; in most cases it related to a period of at least five years, and in some cases it goes back over the entire history of the life of the institution.

In this discussion of a new type of

standard relative to administration I have suggested a possible statement of a standard written in general terms, and have presented in some detail a number of factors that will need to be considered in the application of such a standard. I have also explained very briefly a few of the characteristics of the administrative organization in three of the best of the institutions visited in the course of our study. Since the study has not yet been completed, the analysis which has been presented should be considered as purely tentative and subject to modification at any or all points, after a further analysis has been made of the data available.

VI. THE WORK OF THE COMMITTEE ON REVISION OF STANDARDS —A SUMMARY AND INTERPRETATION

L. D. COFFMAN, *University of Minnesota*

"Standards" has been a subject of discussion in the councils of the North Central Association ever since the Association was created. There have always been two points of view on the subject: One, that standards of a somewhat formal and inflexible type should be established and that all institutions should be required to conform to these standards; and the other that there should be no standards at all, for the reason that standards prevent an educational institution from experimenting with education. These two schools of thought still exist, but the former has dominated the North Central Association.

With time, however, we have learned, sometimes to our sorrow and chagrin, that standards, no matter how painstakingly they have been prepared, do not always produce the anticipated results. Their weakness was never more ably described than in President Capen's paper before this body two years ago, and their need or value was never more clearly shown than in President Zook's

paper of last year. I have no thought or intention of re-stating the arguments presented in either of these papers.

I must, in fairness to the situation, call attention to the fact that the earlier standards of this Association and, indeed, many of those that still remain on our books, represent the best judgment of a majority of the leading schoolmasters of this area. Furthermore, these standards have not been without value. They have helped local school authorities to add to the facilities and equipment of their schools and they have toned up in innumerable ways the general level of education in this region.

On the other hand we have learned that quantitative measures do not always produce the qualitative results we expected. We know, for example, that the number of books on the shelves is not nearly as important as are the uses made of the books; that the amount spent on laboratory equipment is of far less consequence than the use that is made of the laboratory; that the usual facts about

the teaching personnel are less significant than the extent to which teachers stimulate intellectual effort among their pupils. Furthermore, we have learned that there are a number of things to which little or no attention has been given in the past—such things, for example, as the quality of the administration and the intellectual temper—that have an important bearing upon the effectiveness of a school.

We are jolted out of our complacency by the knowledge that experience was not working as we predicted it would and also by the fact that the invasion of science into the realm of education not only stimulated inquiry but placed us in possession of new techniques with which to study the objectives and measures of education.

Recently we have been faced with two other conditions that have caused us to re-examine ourselves: One is the revolt, and some think, growing revolt, against the North Central Association's requirements; and the other is the entirely unforeseen set of conditions arising out of the depression. The revolt began before the depression, but it is now clearly associated with the depression. It arose out of the too rigid application of the North Central standards to individual schools. Used as a tool by principals and superintendents here and there, to get more money, more teachers, or more equipment for their schools, boards of education began to resent this invasion of home rule and to look upon this outside, non-resident, impersonal, standardizing agency with suspicion. And that suspicion gathered momentum as boards of education organized their own associations and began the discussion of their common problems around a common table.

It may have been that some of the representatives of the North Central Association were not always so discreet

as they should have been when they visited a community to inspect a school. Rumors, now and then, have indicated that these inspectors were more concerned in telling a board of education what it *had to do* than they were in leading the members of the board to understand what education is and what it is all about. At any rate this type of conduct has contributed in some small measure to the criticism now being directed at the North Central Association. When legislatures introduce bills prohibiting the schools of their respective states from belonging to an association, it is time that the association began to scrutinize its own practices.

The depression, of course, has accentuated this line of attack. Many communities are so destitute that they cannot maintain the traditional standards. Try as hard as they may, they are unable to raise the funds necessary to support their schools. In their distress they look with disfavor upon everything that tries to impose anything upon them. They want financial help and are willing to accept it from almost any outside source, but they wish to be left alone in the administration of their local affairs. One can understand this state of mind even though it does, to some extent, represent a reversion to an outmoded form of social procedure.

The impact of these various forces made it imperative that we study once again the entire subject of standards. It was for this reason that we appealed to the General Education Board for funds to prosecute the study. Reports now have been made to you for the third time on the progress we have made. You have already observed from the papers that have been read, that our views are being clarified and that apparently we are on the way to a new statement of policy.

The conclusions we have reached may be, I think, safely stated as follows:

1. A standard should not be regarded as fixed but as referring to something that is alive and developing.

To state this conclusion is to call attention at once to its importance. A standard that is alive and developing is never attained and yet the effort to attain it stimulates constant achievement. There may be a certain amount of joy in achieving fixed goals; but the satisfaction that comes from continued growth, due, let us say, to the responsiveness of a school to changing conditions and to new knowledge about learning, circumscribes and encompasses the satisfaction one experiences in measuring up to some minimum requirement.

Clearly a school system that is no better today than it was five years ago has nothing to boast about, provided, of course, that times are normal. Our job as principals or superintendents or college authorities or as officers of this Association is first of all to find ways of stimulating and of evaluating the improvement and growth of education in general and of the schools for which we are responsible in particular.

2. A standard should be an induction, not something that we proceed from.

It must be understood that this principle, like the others, is true relatively, not absolutely. We know full well that the human mind moves from something to something; that where judgments are involved, it moves from one judgment to another. No school can be evaluated without the application of something—and that something is in the very nature of things a standard. But the thing your committee is vitally concerned with is that the North Central Association shall concern itself more with the animating motive and spirit of the school, with its ambition to achieve, its lure to learning, and the intellectual insight and instructional stimulation of the staff, than to the things that are counted and grafted.

It cannot be reiterated too frequently or with too great emphasis that we are not of the opinion that statistics and graphs are without value—indeed, we rely heavily upon them for scientific advancement; but, after all, we are more interested in having the school studied in its totality and in reaching our conclusions as to its worth from the total picture than we are in deciding on what kind of school the inspector has examined by looking over his questionnaire report.

3. The North Central Association should be less a judge and more a creator.

This means a fairly complete face about of policy. It means that inspectors will be educational missionaries, not inspectorial examiners. It means that they will visit schools for the same reason that a superintendent visits a teacher, and that is to help the teacher do a better job of teaching. Being principals or superintendents ourselves, or having been, we all know how futile such visits may be. All the time and all the criticism can be spent on the mechanical accompaniments of the instruction—these are not without some value and cannot be entirely ignored; but if the purpose of the visit is to check the purely mechanical things, little good will be accomplished. A good superintendent will be more concerned with the teaching act than with the kind of tie the teacher wears. He will visit the classroom in the spirit of a helper rather than in the spirit of an officious critic. He will assist the teacher to do a better job. All these things are so trite and so well-known to us that I do not need to repeat them here. And yet, they describe accurately the attitude we think a North Central visitor should have toward any school he visits.

4. The North Central standards should be statements of policy, not the framework or skeleton outline of a scheme.

We are, as you see, trying to invent

something different—new—as a basis for evaluating schools. We think, for example, that it is possible to describe a faculty so that we shall know what constitutes a good faculty. We believe that “consciousness in faculty making” can be so described as to have a stimulating effect upon every institution on our list. The same thing we think can be done with every other important matter affecting the vitality and the value of a school.

These descriptions will be placed in a manual. Both good and bad descriptions of the factors deserving consideration will be found there. These descriptions will not serve merely as so many signposts along a highway to tell exactly how far a school has progressed; they will do that and more. They will be illustrations of the kinds of things that faculties should be studying and doing. They will reveal the qualities of excellence to which schools should aspire.

5. The “standards” of the North Central Association should be such that a school will know whether it is improving and measuring up to reasonable conditions.

We believe that the plan of type descriptions will help to achieve this end.

VII. SIGNIFICANCE OF THE NEW STANDARDS TO THE ASSOCIATION

R. A. KENT, *University of Louisville*

President Rainey and I have been asked to appear on the program this afternoon to discuss some phases of the work of the Committee on Revision of Standards. The request did not make specific just what was expected of us. We have already submitted to the Committee a report which summarizes our experience in visiting a number of institutions and applying to them the tentative new standards worked out by the Committee.

In attempting to make our selection for today we did not wish to duplicate

It will be observed that I have intimated, if not stated, that highly centralized, autocratic control should be avoided. It has had its day in court. It may be necessary and desirable in government in times of great national crises; but once the crisis is past, the forces of individualism will reassert themselves and call for new help.

It is the thought of your Committee that while the inspection of schools will still go on, the Association should at the same time stimulate variation in practice in the hope that through experiment new procedures may be discovered or invented. In all of its discussions the Committee has kept in mind the reactionary benefits that will flow from having a school or a faculty study its own problems.

If what I have said seems a little obscure, it is because we are not able as yet to clarify our own views in every respect with regard to the point of view that is evolving in the discussions of the Committee; but if the effect upon the members of the North Central Association is perceptibly as beneficial as the discussion of this point of view has been upon the Committee, then we may safely maintain that this is the beginning of a new deal in this Association.

the report already made, and we decided to make presentations which we hope may be of interest and value to those who are present at this program. We, therefore, mutually agreed to discuss these new standards from two main approaches. President Rainey will speak on the subject of “The Significance of the New Standards to the Individual College or University,” and I on “The Significance of the New Standards to the North Central Association.”

Anyone who has visited several insti-

tutions of higher education for the purpose of inspecting or surveying them must be impressed by the differences to be found. Among the nine colleges which we visited this winter, there were no two whose administrative set-ups were alike. The fact that a college already meets the standards of the North Central Association does not seem to mean that it is necessarily the same as any other such college that may have the same nominal admission and graduation requirements and even similar curricula.

The chief causes for difference seem to be due to five major factors: (1) the administrative organization within the institution; (2) the personnel of the administration, and especially the president; (3) the personnel of the faculty; (4) the organization and administration of the curricula; and (5) the program of the management of the students.

Just what is higher education? What are the elements in an institution that make it a college or university? It seems evident that the question cannot be answered merely in terms such as are still commonly in vogue with accrediting agencies. The North Central Association and other similar agencies have by organization fiat said that when an institution, organized for the purpose of education, admits students with fifteen units of credit from a properly accredited secondary school, requires for graduation 120 semester hours of work properly distributed among not less than eight academic departments, has minimal library and laboratory facilities, and a faculty whose personnel has minimal measurable training corresponding to that offered in the institution under question, etc., then the educational trademark *College* may be placed on that institution.

These are what makes a college if we say so. That is, if these are the terms of our definition, then the institution which

fulfills those terms is rightly to be included in the classification which is covered thereby. But there can be no doubt that sham and hypocrisy are at least latent in such a definition, expressed or implied, of higher education.

The first implication which I see of the new standards, as far as the Association itself is concerned, is the necessity that the Association determine to the satisfaction of its own mind what constitutes higher education. Some one may object that this is not the function of the Association. My reply is that it is a function which has already been exercised and without which there can be no basis for the barest existence of the Association. The question now is to what extent we are going to be satisfied with the measures which have been used, —largely mechanical measures. The Committee on Revision of Standards lists, among the "Purposes of Accrediting," the following:

1. To describe the characteristics of institutions worthy of public recognition as institutions of higher education.

This principle is admirable. Within our limited observation it meets with unanimous acceptance. But the core question still remains as to what will be the basis for deciding what these characteristics are and how they are to be arrived at. There are three possible methods of doing the latter. One is to put the question to a vote of the Association. Another is to survey practice and let it give the cue; still another is after careful study to formulate a working basis erected upon a rational consideration of what an institution today should have in order to be "worthy of public recognition."

The implication clearly seems to be that the Association should not rest with deciding what a college should be now. There is here an opportunity to make a very much needed constructive contri-

bution in setting forth the future goals and desirable forms of higher education toward which we should at the present be striving.

The second implication is that the Association should seek to find what are the most significant determiners of higher education—what is there in a college, for example, without which it would not be a college. We used to think that is an institution admitted students with less than fifteen units of high school credit, it ceased to be a college. Today we are not so sure that that is true. We used to think that in order to be a college its students must attend classes each day in the same manner in which they attended in every other year of formal education below the college. Now we are certain that this is not so. One by one those features which were formerly thought to be fundamental determiners of higher education seemed to be fading out of the picture. At least this is true to a degree which has been our main support in helping us to find out whether we had a college. We still must define, or stated in better terminology, redefine what those features are, the absence of which is proof that we do not have a college and the presence of which assures us of its existence.

In the third place, the time is fully upon us when an accrediting agency should, by the program which it carries out, define the goals, the procedures, and the functions of a modern accrediting agency.

In the past the problem has been a comparatively simple one. The approach to it has been much the same whether made by state departments of education through their respective agents, or through regional accrediting agencies. The pattern was set. The school fitted the pattern or it did not fit. The function of the accrediting agency was to see whether the individual school could

rightly be classified under the given category. In the case of the regional agencies an additional function, as I pointed out to you a few moments ago, has been to set up what the criteria shall be which the individual schools shall meet. Are these two functions to remain the prime one of the North Central Association? I have already indicated that this Association must still continue to define what it thinks is worthy of being labeled higher education. But to stop with such an ex-cathedra answer, coupled with the program of activity which shall determine what individual institutions can properly be included, is to fall short of the possibilities, and what seem to be the responsibilities, of this Association at the present time.

In answering the question, what are to be its functions from now on? the North Central Association may be compelled to include that of being a research agency. It should carry on continuous study; and by careful selection, combined with trial in cooperation with the member institutions, it should assist these institutions in determining what are the most effective instruments and techniques in the field of higher education. This research function should operate in two directions. It should result in the Association's being of constructive assistance to the member institutions in helping to solve their administrative, curricular, and instructional problems; and it should also be of help to the Association itself in refining its own methods of procedure in carrying out its functions.

There is danger of misinterpretation at this point. The Association should not for one moment stand in the relation of dictating to its member institutions what to do,—what kind of administrative organization is set up, what kind of instructional techniques to use, or in short, impress upon them any given methods of procedures. The whole spirit of the new

set of standards is to allow greater individual freedom, including the initiation of new ideas and procedures. But initiative and freedom can have their capitalization greatly increased if there exists a center of research to which can be referred such questions as are bound to arise when new projects are begun and while experiments are being carried on. Furthermore, the greater the initiative and freedom allowed to a school the more important becomes the needs of an agency to check the educational results accruing from new and experimental procedures.

An objection to the discharge of such a function may be that of its cost. I am not presuming to suggest how the research function shall be discharged, if the Association assumes it at all. But it is pertinent at this point to remember that most of the activities which the Association has carried on have been done by the use of services available through its members. It is conceivable that at least in the early period of development of the research function, the expense would be very little. The fact is that in the experiments that have been going on so far under the supervision of the Association during the past few years, this very function is already being exercised in a limited way.

The discharge of the proper responsibility of an accrediting agency at this period of the development and progress of higher education demands that it shall be a constructive agency and not merely a checking one. In addition to the acceptance of this as a principle, there is another reason for urging it at this time. The reason is a practical one. There are unmistakable reverberations of criticism from the field, and an opposition against accrediting agencies. The opposition is based on the alleged arbitrary action of the agency in discriminating in favor of one school to the

disadvantage of another, of requiring each member institution to meet financial standards which are in some instances impossible at the present time, and finally against what some feel to be an absentee overlordship.

I am informed that this opposition is being organized in certain quarters—that it has already expressed itself in the direction of prohibiting certain groups of schools from being members of the Association, of prohibiting state institutions of higher education from being members, and in being the basis of movements to set up separate state-organized accrediting agencies.

The chief reasons for this opposition as far as I have learned are two. One is to be found in the deep economic disturbances under which we have all been laboring for the past three years. The standards of the North Central Association arbitrarily applied to colleges at the present time would without question do serious injustice and extend injury to certain individual institutions. The Association has a reputation of being quite firm in the administration of these standards, this consciousness being present particularly in agricultural areas where there is a combination of tremendous economic pressure and a biased attitude against a liberal support of education. Individuals and groups have without warrant jumped to the conclusion that the Association would be ruthless in its application of existing standards.

The other reason for this opposition is one which we mention with deep regret. It lies in certain unethical practices indulged in by some institutions which are on the accredited list. If the reports which have reached us are correct, accreditation has been used by certain institutions possessing it, not merely as a constructive sales point in their own behalf, but also as a basis of reflective

comment upon those schools in their competing territory which are not accredited but which would like to be. When schools which have sought or are seeking accreditation have been subjected to such treatment at the hands of those that are already accredited, can one be greatly surprised that those on the outside feel a resentment against the organization involved? Naturally its character is judged by the acts of its members.

So it has come to be that certain schools, groups of schools, and their constituencies feel that they do not need the assistance of an accrediting agency to help them find out when a college is a college. Perhaps they are right. Even if they are not right, the time has come when the North Central or any other accrediting association cannot expect to be supported much longer merely as an office of registration. It must give educational service; it must be a source of such assistance that those who belong to it will be getting something distinctly worth-while which they would not be getting if they did not belong. The help which colleges are asking now is in the direction of newer movements in higher education. What kind of curricula shall be set up? What are the best methods of instruction? What are the most reliable tests? What use shall we make of the results of the tests? Should there be any selection of students either for admission to college, or after they are admitted into college? What are comprehensive examinations and how should they be administered? What is independent study and can a small college do it? What are the best means of improving instruction? How can we check our results? These are some of the questions which are far more important to many of our schools than merely whether they are members of some accrediting agency.

I suppose that any state has a right, as some now seem to have the inclination,

to set up a statewide association of colleges and universities, establishing its own standards, its own membership lists. I am not at all sure but that if accrediting is to be the main function of such an agency, that function can not be carried out reasonably well by such an organization. On the other hand, it is a certainty that very few if any states in the area of the North Central Association could have carried out such a program as that which this Association is now pursuing in the revision of standards or the one on physical education and athletics. It is very doubtful whether any state could carry out any significant, constructive program that would be far-reaching in its results. In addition it is only reasonable to suppose that the principle of state organized accrediting, if it should finally lead to the complete displacement of regional accrediting agencies, would result in not only lack of general highly desirable standards, but also what would be nothing short of educational chaos.

The North Central Association, in the use of the new standards which will come out of the study now in progress, has an opportunity to do service for higher education in America beyond that which has been done for it by any agency up to the present time. To study seriously and to try to determine what higher education is; to find out what are the elements necessary to constitute its make-up; to define the functions and the proper programs of a modern accrediting agency; and through a research service to assist member institutions through cooperation, to the selection of the best instruments and technics for operating in the field of higher education,—this should constitute a challenge that should make mere accrediting a secondary issue, which should make the North Central Association one of the greatest forces for the scientific study and development of higher education in the United States.

VIII. THE OPERATION OF THE NEW STANDARDS

HOMER P. RAINEY, *Bucknell University*

I am to discuss the operation of the proposed new standards from the point of view of the institutions to which they will apply. The application of a set of standards, such as this Association has been using for years as a basis for accrediting, and such as is being proposed in this tentative new set, necessarily does something to the institutions affected thereby. The undisputed fact is that this Association, through the application of its old standards in the last generation, has done more than any other single agency to influence the development of higher education in this territory.

This Association is now considering a radical change in its point of view, and in its accrediting procedure. It is proposing to surrender a set of objective quantitative standards which are the result of a generation of very successful standardizing experience, and to substitute for them a set of more or less subjective qualitative principles. This proposed change is a courageous bit of educational experimentation, and has in it the germ of tremendous consequences for American educational development in the period immediately ahead. This Association in the past has done a splendid piece of educational pioneering. It is no exaggeration to say that it is now facing a new educational frontier, and its opportunities for leadership now are as great as they were a generation ago. We are now at the end of an era. The old standards performed unique service in the era that is past, but we have reached the time and place that they are no longer performing such useful functions, and for several years there has been an increasing dissatisfaction with them. We have felt the need for something which they do not provide. The need has been

felt for a new educational dynamic—for something that will release new educational energies, and pave the way for another productive and creative era. These proposed new standards are the first attempt of an accrediting agency to answer that need.

It is most pertinent, therefore, that we, at this time, should give careful consideration to the ultimate effect of these new standards, if adopted, upon the future development of the institution of higher education, not only in this territory, but in the country at large. These new standards, if put into operation by this Association, may conceivably transform the entire program of higher education in this territory during the next quarter of a century. They possess three powerful educational dynamics. They are the demands (1) that institutions shall offer a clear definition of their purposes, (2) that the individuality of institutions will not only be preserved but encouraged, and (3) that institutions will be judged by the quality of the service they render to their students and by the quality of the student product. These three principles are inseparably bound together and are capable of far-reaching significance in their effects upon the member institutions of this Association. Let us consider some of these possible effects.

EFFECTS

1. Lack of uniformity and encouragement of individuality may give institutions a greater freedom in developing along individual lines—e.g., different religious sects may feature their peculiar educational ideals.

2. Teachers colleges and other professional schools will be able to specialize in their distinctive fields without trying

to become liberal arts colleges, which they can never be.

3. Great opportunity will be offered for experimentation upon an institutional basis.

4. Individual schools can much more readily adapt themselves to their constituent demands. The effects of this may be both good and bad.

5. Compelling institutions to define clearly their objectives will, in my opinion, have unusually valuable educational effects upon the quality of the work done by these institutions.

a. It will compel attention to objectives and functions which now receive very little thought by many institutions.

b. It will stimulate educational consciousness and institutional research which now are lacking in many colleges.

c. Faculties will have to contribute much to the formulation of these objectives, which will do much to promote professional ideals among them, and also an institutional morale and esprit de corps. It will also acquaint them with the functions of the Association.

d. A clear definition of objectives by institutions will do much to improve their programs by unification and concentration upon definite purposes. It will give them character and personality—individuality.

e. This will enable schools to play fairly with their students by offering

them clear statements of their purposes. This will do much to aid students in the selection of schools.

6. Putting the emphasis on quality of service rendered and quality of product will have very salutary effects upon the schools.

a. It will shift their emphasis from the acquiring of physical and material facilities to an emphasis upon their service to students, and upon the quality of their product. This factor alone, in my opinion, is capable of effecting a revolution in higher education.

b. It will give a new meaning to faculties and teaching. It will shift emphasis from years of training and degrees to the personal contributions which teachers may make to the intellectual, moral, and spiritual growth of their students.

c. I predict also that it will greatly stimulate real intellectual work on the part of students and faculties. They will now be conscious that they are being rated with others, not upon endowment, et cetera, but upon their educational achievements; and although they may be small, lacking in endowment, et cetera, they will now feel constrained to put forth their utmost efforts with full assurance that their efforts will be rewarded upon the basis of their real worth and contribution. Thus it will encourage achievement at all educational levels and under all circumstances.

CONFERENCE OF HIGH SCHOOL PRINCIPALS WITH THE COMMISSION ON SECONDARY SCHOOLS¹

THE Conference of High School Principals with the Commission on Secondary Schools, held at the Piccadilly Tea Room, Chicago, convened at five-ten o'clock, Dean J. B. Edmonson, School of Education, University of Michigan, presiding.

Chairman Edmonson: Mr. Willett will state the purpose of the conference and present the questions. Mr. G. W. Willett, Lyons Township High School, La Grange, Illinois.

Mr. G. W. Willett: Mr. Chairman, this is almost as autocratic as several other things we hear about the North Central Association. I might say that I was unexpectedly called on by Mr. Deam some time back to discuss this matter at this time.

As I understand it, this discussion originally came up in connection with some discussions at the Judd Club at the University of Chicago, and at that time three or four of the men present said they knew the North Central authorities would be interested in some of the questions raised at that time. I was not very much awake at that particular meeting to the particular questions asked, because I was not thinking about anything of this kind developing later on. Mr. Deam asked me if I would bring up the matter at this time, and said Mr. Edmonson would be acting as Chairman. I did not know but what Mr. Edmonson was going to elaborate somewhat more on this situation.

The whole situation about the North Central Association and the high school

principals is a little the reverse of the story I heard a number of years ago in regard to the death of Hans Gow. It seems that in a Pennsylvania Dutch community they had a little unusual custom in connection with funerals. Aside from going through the ordinary type of exercises, they had this one additional feature. After they came to the grave, they lowered the coffin into the grave, and then before the clods were rolled in they stood with bowed heads until someone, usually the best friend of the deceased, said some good thing about him.

Hans Gow had been the meanest man in the community. There wasn't anything he hadn't cheated on. They went through the regular services, the preacher doing his part. They lowered the coffin into the grave as usual, and stood with bowed heads. Nobody said anything. They stood for two minutes, and nobody said anything. They stood for ten, then twelve minutes, and nobody said anything. In fifteen minutes, one Dutchman said, "Well, if no one else is going to speak I will say the best thing I can say about Hans is he wasn't always as bad as he was sometimes."

We may say the North Central is always its best. That is the attitude of the high school principals at this time.

Some of us felt it might be well to not let the situation continue without letting someone speak up in a meeting. We have all had an experience with moratoriums at the present time, something that gets worse and worse as you go along. When the little negro was asked for a definition of "moratorium", he said he could tell what it was. He said, "The boy tried to go through a barbed-wire fence and he caught his pants, and the farther he went

¹This article is a stenotype report of the Conference, which was held Friday, April 21, 1933. Further reference to the Conference will be found in the editorial columns, on p. 172.—THE EDITOR.

the more he tore 'em." We though we had better avoid that thing, so here we are.

Getting down to business on this thing, after the discussion over there and after they wrote to me, I said that if I was going to say anything about some of the questions to come up at this time I wanted to know something more about what the other men were going to say. Consequently, about three weeks ago today I got ready a list of ten questions, gathered together from various sources, of complaints that had been made and questions that had been asked. Then I submitted those to four men who were rather active in the North Central Association, one of them being Dean Edmonson, and those questions appear here in the order that people actually voted on them.

I sent out 200 letters to 200 principals, and those 200 principals were chosen this way: They were the principals who were present at the last North Central Association meeting, according to the minutes, and any others who had been in the Judd Club or in any of those particular meetings that I had known of. We received back 125 replies. The order of questions you see here is not the original order I sent them out in, but the order in which people asked for things to be discussed. In addition, we asked each individual to state any questions he wanted asked. Aside from all the questions which would have come under the seventh question here in regard to experimentation, I think there were only twelve, thirteen or fourteen possible questions asked, and on none of them more than three asked the same type of question. A number of them are stated here.

I think you might be interested in knowing that seventy-five people said they wanted Question No. 1 discussed, aside from some twenty who said they wanted to hear all of them discussed.

That question represents perhaps ninety-five out of 125 votes. The nearest one to that is No. 2, which would have about 57, then No. 3 and No. 4, with 55, No. 5 a few less than that, and so on, until the last one, No. 10, had 21 votes aside from the 20 people who wanted to hear them all discussed.

Just one or two other statements from me in regard to what I gathered from these questions, before I am seated. That is, why some of the questions have come up and people are disappointed.

First, I think it has been a mistake that people have made, usually high school principals but in some cases inspectors or sub-inspectors of schools, in connection with the failure to distinguish between standards and recommendations of the Association. That is, that schools were criticized on recommendations, under certain conditions. On the other hand, in some cases schools have thought that so-called recommendations were standards and they would have to meet those.

Another thing that is very common, so far as high school principals are concerned, is to blame the North Central Association for something it has nothing to do with. They blame the Association because certain subjects do not receive credit by certain colleges. The Association is a mutual one, and each of the higher institutions maintains its own rights to determine what it will accept, and some of the principals have had difficulty from that point.

There is another tendency. Some of you may not agree with this after hearing the discussion before the Secondary Commission this afternoon. That is the tendency of the Association to remain static, while modern high schools are dynamic. We heard this afternoon that they are too conservative and static, but a good many are of the impression that the high schools are dynamic. For instance, regarding Question No. 6, there

were any number of people who answered that, and some said, why leave it in there at all? It is a case of static on the part of the Association when a good many of the high schools are dynamic.

The other particular thing that has led to difficulties or misunderstandings has been the uncertainty or indefiniteness of certain standards. Several people asked what an adequate salary is. That is what we are all facing at the present time. Second, they asked what is desired in a teacher's load. There is lots of leeway there for decision on the part of authorities one way or the other. Third, of course, is the item of class size. Some feel one way and some another about that. The North Central Association is very indefinite in connection with that. As to laboratory equipment, we have said "adequate equipment," but not what it means. In some places it means one thing and in other places it means something else. Any time you happen to change inspectors or visitors you are apt to change that particular item.

In some states there is a difference between what the state department requires for some of those things and what the Association requires and what the institutions require. So it is a considerable item to decide which to please most.

Those are largely the items I had in mind. There was little animus indicated in the letters that came in except regarding the question on athletics, "What is the Association's attitude toward the control of athletic activities within the school?" There was some very definite feeling expressed by a number of people from different states on that particular item, having a question as to whether that was a matter of the North Central Association at all or not. As someone expressed it, they will get no credit for it, so why should they interfere? I do not know one way or the other.

Those are the discussions we have had

here, and I do not think I need go further than just give these statements I have made. I am going to be interested in hearing what the other men have to say about it.

Chairman Edmonson: Question 1 will be discussed by Mr. Clevenger, "What is the attitude toward granting credit for science with laboratory work done by the demonstration method rather than by the individual method?"

Mr. A. W. Clevenger: Mr. Chairman, referring back to Mr. Willett's joke, I don't like the attitude that you are taking of lowering the coffin into the grave by assigning me this subject, because I know it is one about which there has been considerable question throughout Illinois and the other states in the North Central Association. I have had a great many questions about this problem.

In the first place, the North Central Association, if you want the attitude of the Association toward this matter, has no regulations or policies which define the amount of laboratory work. There is a definition of a unit of credit in the standards of crediting, which reads as follows: "A unit course of study in a secondary school is defined as a course covering an academic year that shall include in the aggregate not less than the equivalent of one hundred twenty sixty-minute hours of classroom work, two class periods of unprepared work being equivalent to one class period of prepared work." That does not say anything about laboratory work, except that if the work is unprepared there must be double time spent.

The North Central Association recommends "that three units in English, two units in Social Science, one unit in Biological Science or one unit in General Science, and one unit in physical education or health (with or without credit), be required for graduation for all students in the four-year high school."

Those are the references to the various subjects, and there is nothing in the standards of the North Central Association which prescribes the amount of laboratory work or the methods by which it shall be done.

Within the various states, however, there are located colleges and institutions of higher education, state universities and private schools, that have specific requirements about what shall constitute a unit of credit in laboratory science. So we are sometimes mistaking the attitude the institutions are taking toward the crediting of this work for the attitude claimed to be taken by the North Central Association. In the state of Illinois, the state university requires for all sciences, including general science, biological science, botany, zoology, biology, physics and chemistry, laboratory work which amounts to 168 sixty-minute hours, if you figure it out in hours, of time that must be spent on the subject. Giving the experience of our own state university (others can give the attitude of other institutions), the attitude of the University of Illinois is that laboratory work should accompany these sciences. There has been more question about laboratory work for general science than for the others. I have recently inquired in the science department of the university and find they are practically unanimous in the idea that provision must be made for laboratory work. That attitude isn't quite so unanimous with respect to general science.

Just recently I made a study of the amount of credit allowed for a unit course in general science in a number of universities in the Central West, and find there are two, the University of Michigan and the University of Illinois, which allow one-half credit for a year's course in general science when laboratory work is not given. Purdue University allows one unit of credit for general sci-

ence, as an additional unit, but if general science is offered as a laboratory science, it must be accompanied with laboratory work.

In general, then, there is nothing in the standards of the North Central Association which attempt in any way to describe or prescribe the amount of laboratory work or methods of laboratory work in science.

Chairman Edmonson: Some of you will probably have some questions to ask later concerning this statement.

No. 2, Mr. H. B. Trimble, University of Illinois, "What is the attitude of the Association toward schools that conduct their classes on a fifty or sixty minute basis?"

Mr. H. B. Trimble: I was surprised to find that this question received the second number of votes for discussion. There is nothing in the standards that I know of, of the North Central Association, and there is nothing in the standards of the University of Illinois which will prevent the schools from organizing on a fifty or sixty minute basis. There was a few years ago some difficulty in regard to meeting the clock hour requirements in bookkeeping, for instance, but it is now possible to teach bookkeeping on the 40-minute basis if the teacher is a college graduate and has had at least twelve hours on college level.

A few years ago the University of Illinois required that home economics be taught three double periods and two single periods a week, but that requirement has been changed, so home economics is on the same basis as physics or chemistry or the other sciences; so by organizing on the 50 or 60 minute basis it is possible for the requirement to be met there.

I don't believe that needs any special discussion, but is simply for the people of Illinois. The people of Illinois are organized on that plan.

Chairman Edmonson: You will possibly want to ask Mr. Trimble some questions later on. We will go to No. 3, "What is the Association's policy regarding class size?" Mr. W. H. Congdon, University of Michigan.

Mr. W. H. Congdon: In this connection we may first clarify our thinking by recognizing that there is no policy, no regulation nor standard regarding this particular thing. There is a recommendation which includes the following items, which bear somewhat upon the problem. That recommendation is that the pupil-teacher ratio be 25 to one, and that the total number of pupil-periods per day per teacher be 150. That is as near as the North Central Association comes to defining definitely any point of view regarding the question of class size. Furthermore, as has already been suggested, these topics have been only recently assigned to us, so the inspectors have had no chance to collaborate regarding our replies, so what I have to say is largely a personal point of view.

The first point I want to make is regarding the current superstition that as good teaching can be done in any size class, rather than large size classes, as can perhaps be done in a smaller size class. That probably is due as much to the current studies or researches which have been published from time to time in different magazines, as to anything else. Consequently, I took it upon myself, for my own information, to study as many of these investigations as I could get reports of. The conclusion from my own personal study regarding these investigations was this: First of all, a large percentage of them are unreliable for the simple reason that the factors in the experimental situation were so largely uncontrolled. Frequently there were uncontrolled factors which might just as well have accounted for the conclusions arrived at as the particular factor of size

of class, such as enthusiasm of teacher, the organization of the material, the selection of students in the particular classes, and so on. Consequently, the first point I should make is that a good many of these studies are invalid.

The second point I would make is when you have summed them all up there are just about as many studies that say students can be taught in the large class as well as in the small, as say they cannot be. So the conclusion seems to be that we have no verified, well-established result of research conclusion on the matter. Consequently, we cannot accept this current superstition in the terms of the Association as being unqualifiedly recommended. The second point is that it would be contrary to common sense to say there are not situations in which teachers are handling large size classes well. We have all seen such situations; we know that it can be done. Consequently, the point of view or attitude taken at least in our state is that as the size of class increases, there should be certain compensating factors found in the situation which will insure that the outcome or results of the teaching in the large size classes are the best possible. The question is, what are these compensating factors? I need only enumerate, without going into detail.

Of course the first most important is the question of the teachers involved. The training of the teacher is probably pretty well cared for, so far as professional training goes, in all our schools. The training of the teacher in subject matter is not always so well cared for. Those visiting high schools and high school classes have been as amazed as I have to see teachers flounder on the question of facts or interpretation of subject matter, in the fields in which they are supposed to be prepared. So I should say any teacher given a large size class must be well founded in subject matter.

And there is a third qualification, and

that is that the teacher should have had wide experience, and that as a result of that experience the administrator knows that the teacher is a good disciplinarian.

Without those qualifications of the teacher, I believe we are unjustified in largely increasing the size of the class of any teacher.

There is the question of the material equipment. I think of one room in which I saw a class being held. I walked into the room in order to visit the class. The only chair remaining in this small room was one right next to the coal stove. I did not stay in that class long, because I was roasting in two minutes. That is an extreme case. The room situation is, however, very important. If you have a small room poorly lighted and ventilated, you have no right to crowd into it an oversize class.

That is true of other classes of equipment. Furniture, supplementary material, and the whole gamut of material situations are factors involved in any teaching situation. They should be as nearly ideal as possible, if you are going to increase the size of your classes very much beyond what has been averaged up to now.

The third important factor is the question of teachers' methods. I don't think there are any particular tricks of the trade that we can set down as being the ones to carry through in a large class situation, but there are some with which any teacher should be familiar, if that teacher should be given oversized classes. One is classroom management, affairs of the class, the use of students for various monitorial and other work of that type, which can greatly save the teacher's time and free it for her use with the students. Also the use of the sub-groups in the larger groups, dividing them into smaller groups for special activities, sometimes putting those smaller groups in the hands

of better students in the class. Also the question of the organization of material, or the material content of the course upon the unit plan which certainly lends itself better than any other organization I have seen in effect, when you have a large size class situation, where you have different interests and abilities to meet. Also the question of teacher direction, rather than teacher imposition of her point of view, and a predominance of pupil activity rather than teacher activity. And also the use of modern methods of testing.

This outlines some of the compensating factors that have appeared to us to be important, if classes are going to be increased in size beyond what we may have called average. Unless these compensating factors and others which I have not mentioned are to be found in the situation as being very largely characteristic of the situation, I believe we are unjustified in feeling that indefinitely increasing class size is justified.

Chairman Edmonson: The next is Question No. 4, "What is the Association's policy regarding teaching load?" Mr. Rosenlof, of the Nebraska State Department.

Mr. G. W. Rosenlof: As has already been indicated, there is no standard regarding the size of classes at all. However, when it comes to the matter of the teaching load, we do have a standard, which reads as follows: "An average enrollment in the school in excess of thirty pupils per teacher shall be considered as a violation of this standard. For interpreting this standard the principal, vice-principals, study hall teachers, vocational advisers, librarians, and other supervisory officers may be counted as teachers for such portion of their time as they devote to the management of the high school. In addition, such clerks as aid in the administration of the high school may be counted on the basis of two full-

time clerks for one full-time teacher."

In our own state we sent out a questionnaire, or rather we sent out a catechism, throughout the state governing this matter of policies, and one of the questions was, "Is there a standard as to the teaching load?" The answer was, "Yes." A comment upon that is perhaps not out of order. "This is a new way of measuring the teaching load first established by the North Central Association, and was adopted in 1924 after careful scientific studies finished in 1923. It is a very helpful means at the present time in making reasonable adjustments in this time of stress."

There is only one comment, I think, that it is necessary for us to make, and that is that the difficulty involved in the question of teaching load is largely a matter of misunderstanding. The intelligentsia of our legislatures, if they exist, are prone to tell us that there is such a standard, and that this Association has definitely made it impossible for schools to economically operate by reason of the necessity of maintaining classes which are less in number than the number suggested here, that is, thirty. As a matter of fact, we have in Nebraska at the present time a number of classes far in excess of this number. They are largely in the nature of an experimental class program. And we are watching these with a great deal of interest, believing that it can be demonstrated very definitely that, all things being equal (and of course that expression covers a multitude of sins), there is no reason for our doubting, perhaps, that teachers can handle more than thirty pupils in the class, and do it efficiently. The question resolves itself into this matter: Is the teacher herself, the one under consideration, capable of handling a class in excess of 30, or 50, or 75?

I should like to say one thing more relating to this matter of class size in

relationship to teaching load, namely, that we say that a teacher, in our recommendation, should not be charged for responsibility of more than 150 pupil hours a day, assuming five class periods, an average class size of thirty. Those two points go quite together, and it seems to me need to be thought out in their relationships. We have no class size standard; we do have a teaching load standard. That is far different, and is certainly interpreted on a very liberal basis.

Chairman Edmonson: No. 5, "What is the Association's policy regarding pupil load?" Mr. H. G. Hotz, University of Arkansas.

Mr. H. G. Hotz: Mr. Chairman, I rather think there is some irony in the assignment given me. I have been interpreting standards in the last two days rather intensively, and to give some interpretations of standards now is putting it on pretty heavily.

Standard 9 relates to the pupil load. It reads: "Four unit courses, or the equivalent in fractional unit courses as defined in Standard 4, shall be considered the normal amount of work carried for credit toward graduation by the average or medium student. Only such students as rank in ability in the upper 25 per cent of the student body may be allowed to take more than four units for credit. A different practice in the school must be explained to the state committee."

We have twenty different state committees, and each state committee interprets this standard differently. I looked over the report of the Committee on Schools to be Warned, and I do not know that any school was warned because of a violation of Standard 9. I remember looking through the summaries of the annual reports coming to this office. This past year 24 per cent of the high school pupils enrolled were permitted to take more than four units. Last year that per-

centage, I believe, was 21. Eight per cent of the high school pupils enrolled are permitted to take more than five subjects.

I have one other statement, as to the differentiation on the basis of size of schools. The smaller schools seem to be a little more particular in the matter of determining which of their pupils may be permitted to take more than four units. I think the percentage there is somewhere around 15. One thing that I think looks a little inconsistent here is the fact that high schools whose enrollment is over 1000 pupils, 1000 or more, show in the returns that come to our office that 29 per cent of their enrollment are permitted to take more than four subjects. It appears to me that some of these schools have been able to make a pretty good case with their state committees in being able to allow 29 per cent of their enrollment to take more than four units.

Chairman Edmonson: No. 6. "Why do the recommendations of the Association relative to graduation requirements still retain the statement, 'one unit in biological science or one unit in general science,' despite the fact that many higher institutions of the Association give only limited entrance credit to general science, and in many systems general science has become a definite curriculum requirement for pupils in the elementary schools?" Mr. C. G. F. Franzen, Indiana University.

Mr. C. G. F. Franzen: When the general manager got us to discuss these subjects, I patrolled the third floor of the Stevens Hotel to see if I might get some glimmerings as to an answer to this question. Out of that rather Diogenes search, I came to the conclusion that here was a case of a sleeping dog.

The very fact that the question has come up for discussion on the part of high school principals, and the statement of Principal Willett that the Association

tends to be static, whereas schools are dynamic, gives some support to the reason for the raising of the question. For instance, in our own state of Indiana, with the exception of possibly Purdue University, no school that I know of will give any entrance credit for general science. I have often wondered about that, because of the statement on Page 10 of the little folder. I cannot recall in the few years I have attended the meetings of the Commission on Secondary schools that any question has been raised as to the alternative of this biological science or general science. Possibly I am mistaken.

Here is the statement of a requirement which evidently came in at the time that the junior high school recommendation was being considered, and that was in 1927-28, when Dr. Childs had charge of this and passed away. With the junior high school movement, and possibly with the idea of general science, there may have been a combination between the two. At least I have no evidence in the last two hours as to the prevalence or non-prevalence of the occurrence of this.

I realize what it is in our state. If a youngster takes a unit of general science, he cannot apply that to college entrance. Consequently, he must take an additional science. I don't say it is bad for him, but it makes him pile up seventeen units upon graduation from high school if one is in general science.

Consequently, I recommend that the Secondary Commission consider that as one of its problems. I cannot speak for the Association on this topic. There was nothing that I could find in talking to three or four people at the Stevens Hotel. The thing is not uniform enough. I recommend that some organization of the Association consider this problem, and if it is not the desirable practice on the part of principals to have this in college en-

trance requirements, that we be dynamic and strike it out.

Chairman Edmonson: No. 7, "Under what conditions may a school secure permission from the Association to attempt experimentation?" Mr. C. R. Maxwell, University of Wyoming.

Mr. C. R. Maxwell: When I saw this topic on the program, it made me think of a little incident that occurred at a time in my home down in Vermont. It was after the Christmas season. I was walking down the street, and two of the neighbors' children, who were of French Canadian extraction, were sporting a new sled. They were the ages of four and three. I asked them where they got the sled. The first one said, "Santa Claus gave it to us." The other one said, "Yes, he comes down the chimney at night, and if you are there he will say, 'Why in hell are you here?'"

I asked the Chairman why he did not read the Constitution, and he said he didn't have a copy.

The provision is made in the Constitution for experiment. It states, if I recall correctly, that any school that desires to carry on any experimental work that might conflict with standards, may through vote of the Commission on Secondary Schools refer it to the Executive Committee, and if the Executive Committee grants permission the school may carry on such experimentation. That is provided for in the Constitution.

The Secondary Commission has had no organization to criticize any proposed experiments, until this afternoon provision was made to call the Committee on Special Studies the "Committee on Special Studies and Experimentation." Any school that desires to carry on any experiment that might conflict with standards, will have the privilege of submitting its problem to this committee, and after it is reviewed and the technique outlined, I think there will be no difficulty

in any school having opportunity to carry on any experiment that it may wish.

It seems rather strange to me, after all, that there are so very few experiments being conducted by the secondary schools that might conflict with the standards. It might indicate, perhaps, one of three things: that these empirical standards are at the present time so flexible that any school may carry on any type of experimentation that it wishes. Or, in the second place, it may indicate that the secondary schools of the North Central Association are not very enthusiastic about experimentation. Or, in the third place, it may mean that they are so conscious of their limitations in carrying on controlled experiments that they hesitate to embark upon experiments that would be in conflict with the standards.

I believe that the only way, however, whereby we may eventually secure more experimentations through the secondary schools of this Association is through feeling the responsibility and the duty of experimenting and the problems that confront them.

Chairman Edmonson: Now we come to No. 8, "What is the Association's attitude toward the control of athletic activities within the school?" Mr. D. H. Perdue, West Virginia State Department.

Mr. D. H. Perdue: I realize the danger in discussing this great exploratory course of athletics that explores the aptitudes and abilities of the various high school athletes to star on the campus of some other institution. I cannot speak entirely for the Association in its attitude toward athletics except what is in the standards. It has not been my good fortune to be on a committee that made a particular study of this. I do know there is one standard and some recommendations. I further know that in some states, or in one state at least, there has been a tendency in the past for the high school principal to do what was mentioned

here in the beginning, to say when he has a problem, "We had better not do that because the North Central Association won't stand for it."

The North Central Association, if I have properly interpreted the meaning of these standards and these recommendations, is doing nothing more than trying to follow the best thought concerning the athletic program. The only standard is Standard 10, and I hesitate to read it, for two reasons: first, because I cannot read very well, and second, because I cannot interpret what I read. But I believe that this Standard 10 is fair because it says that no school may participate in tournaments, national or interstate or invitational, unless such participation is approved by the State Athletic Association in the state in which the school is located.

I think that is fair because the person who cannot get along with his neighbors probably could not get along with those outside his state.

As to the recommendations, I have a faith that those who have studied the problem know that the recommendations they made, which were incorporated into this pamphlet that contains the standards also, are sane and sound. I think we have made no recommendation that any person should not subscribe to, or that would cause them to go to the public and say, "We had better not do that or we will get into trouble with the North Central Association."

I think the thing might be summed up by saying the Association would like the athletic program to be controlled by the high school authorities the same as other subjects and other activities, and that the athletic program should grow out of the physical education program so that everybody might profit thereby. I think that is the thing they had in mind. That has been my interpretation of it. I do not see anything in the standards that ought

to give anybody a great deal of trouble. I interpret the recommendation to mean that fair play and generosity are to be considered in preference to the winning of the game.

If those are not the sentiments of the Association, I have misinterpreted them.

Chairman Edmonson: I am impressed with the fact that there has been a great change in high school inspectors since I left the field. It seems to me that the high school inspectors who have spoken would be able to get out of almost any difficulty.

No. 9, "Does the Association have any set policy requiring the 12th grade and 13th grade students to be arbitrarily segregated in classes?" Mr. J. D. Elliff, University of Missouri.

Mr. Elliff: I think this question should have been addressed to the Commission on Higher Institutions. It does not affect the standards of the high schools at all. The question has not been raised, so far as I know, in high schools. It would be raised by the junior colleges, perhaps.

I have prowled around the rooms and corridors of the hotel, trying to find some members of the Commission to enlighten me on the subject. There is nothing in the standards governing junior colleges that prohibits mixed policies. The policy as a general rule, as I understand it, is to restrict.

In my own state, where we have a large number of junior colleges, public and private, accredited to the university and supervised by the university, they have made requirements that these be separate.

I will answer your questions you will ask a little later by saying I have never believed that to be justifiable. I think it is wrong. As a general principle, I think it is bad. In our state we have respected the rulings of the North Central Association, where certain experiments have been tried out that necessitated this sort

of thing. We have respected the Association's rulings in that experiment. Further, I think the opponent is incompetent to express an opinion.

Chairman Edmonson: I hope all of you are trying to keep a summary of the opinions expressed. I just want to take time to give my summary on the nine questions up to date. On No. 1, the Association does not have any attitude, but the state institutions may. On No. 2, the Association does not have any attitude, but the state institutions may. On No. 3, no limit to class size so far as the Association is concerned. No. 4, there is a definite upper limit. No. 5, a rather indefinite statement. Much depends upon the state committee. No. 6, according to the information that is given by Dr. Franzen it doesn't make much difference what you do. No. 7, there is a definite way whereby you can get permission and there is an invitation to the secondary schools to ask for permission to experiment. No. 8, they have got one standard and a few recommendations. And No. 9, apparently the Association has no particular policy. It is sort of indefinite.

Now we come to No. 10, "What is the attitude toward work according to the Morrisonian Unit Plan?" Mr. A. W. Clevenger, University of Illinois.

Mr. A. W. Clevenger: Mr. Chairman, I think perhaps I ought to explain why my name appears on this program twice. I was not quite as careful as some of the other chairmen and quite as agile. The first time I saw Dean Edmonson in the Stevens Hotel, I allowed him to approach me. The second time I forgot to look around the corner before going around it, and there he was.

The Association does not have any specification as to the plan which should be used in teaching. It does not designate any particular type of plan, such as the Morrisonian Unit, or doesn't have any recommendation against such a plan.

I took a course with Professor Morri-

son at one time at the University of Chicago along this line, and was favorably impressed and have gotten a lot of good out of it. I have been rather enthusiastic about some of the good that comes out of that type of teaching.

In my observations throughout the state of Illinois, I have been impressed by the fact that under this plan there is a lot of unusually good work being done. The best work is usually done by those teachers who have had specific training along the line of supervision of study and along the line of teaching in accordance with this plan. The Association, however, does not designate any particular type of plan.

Chairman Edmonson: We are going to call for a few comments. What do you want to say regarding these? Are some of you dissatisfied with the replies that have been given? Has anyone any question?

Mr. Wedrick: I am interested in knowing why some people take exception to the fact that the Association makes some suggestions regarding athletics. What is the objection?

Chairman Edmonson: Who will answer that question?

Member: Anybody who tries to control athletics is going to be objected to.

Chairman Edmonson: Mr. Shouse did not laugh. He had better say something about that.

Mr. Shouse (Kansas City): I am not a high school principal. I am not supposed to know anything about athletics. That is the reason I did not laugh.

Mr. C. O. Davis (Ann Arbor, Mich.): I should like to ask a question about No. 2. There are schools that have only four class meetings a week, rather than five. It seems to me this pertains to that situation, that is, five forty-minute class periods may be regarded as the equivalent of, say, four class periods of fifty or sixty minutes. I wonder how the inspectors are regarding it.

Chairman Edmonson: Mr. Giles will you answer that question, please?

Mr. J. T. Giles (Madison, Wis.): What was the question?

Mr. C. O. Davis: Will four fifty- or sixty-minute class periods be the equivalent of five forty-minute class periods in the estimation of the inspector?

Mr. Giles: No.

Mr. C. O. Davis: I should like to ask one other question. Is a school liable to be dropped off the list if it persists in having only four classes per week of fifty or sixty minute periods?

Mr. Giles: I don't know.

Mr. G. E. Carrothers (Ann Arbor, Mich.): I would answer yes to the first and no to the second question. It may if it meets the unit of study on longer periods of time, and four periods are being accepted in some schools.

Mr. Worthington (Wisconsin): Under No. 2, what is the attitude of inspectors about 60-minute manual training periods?

Mr. Carrothers: Two years ago we changed it to read so it was prepared and unprepared work. Any subject may be called laboratory work now, so that there is no definite attitude on it as to who may conduct work in that way, and it will be the same as in the old traditional way. The institutions may have an attitude, but not the North Central Association.

Member: I wondered whether that would be taken care of in general science. If you have general science with prepared home work, why should that not be full credit? I think we heard that would not be called laboratory science. I rather object to failing to have that credit granted to a pupil after he has done his work honestly.

Mr. Carrothers: They are mixing the attitude of the institution with that of the North Central Association.

Mr. Clevenger: A few weeks ago this matter was brought before a committee of the University of Illinois, the matter

of allowing a full unit of credit for a year's course without laboratory work in general science, and the committee decided there must be 168 60-minute periods of laboratory work. Since that time I have collected considerable more information relative to the matter, have consulted with various groups throughout the state, and have been asked to present the matter again to the University of Illinois, and that is the reason that a while ago, as I reported, I had consulted various institutions to see how much credit was allowed. So far the University of Illinois has allowed but one-half credit without laboratory work. The University of Michigan allows the same, one-half. Purdue allows full credit, as an additional subject, but in order for the subject to be counted as a laboratory subject Purdue requires laboratory work. The other institutions that I have heard from allow full credit for general science without laboratory work. So this matter is to be brought to the attention of the University of Illinois in the very near future again.

Mr. Townes: In the first question there is one point I did not quite get clear. As it reads, it refers to the demonstration method rather than the individual method of the laboratory. As I understand the question, the demonstration method would be a laboratory method, but the teacher would do the demonstrating through the laboratory, and the individual method would be supplying each student with the materials for performing the experiment. I did not quite get the analysis of the answer to it from that standpoint.

Mr. Clevenger: The North Central Association does not have any attitude in that matter. It does not specify which plan should be used.

Chairman Edmonson: Any further questions? If not, we will adjourn for dinner. [The meeting adjourned at six-twenty o'clock.]

